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Teachers' sensemaking in curriculum policy enactment in Myanmar

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Abstract

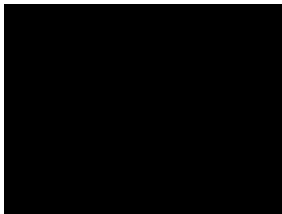
In Myanmar, new long-term curriculum policy reform in line with the new education system that aims to bring Myanmar society up to an international level, has been enacted on basic education schools in Myanmar since the 2016–2017 academic year. This study explores how teachers make sense in enacting new curriculum policy in their classroom. Three Kindergarten and four Grade 1 teachers from three schools in Yangon Region in Myanmar participated in this qualitative research project. As such, it makes three key contributions to earlier work in both sensemaking theory and enactment perspectives on policy discourse. First, by studying teacher sensemaking in action, some of the main factors that influence the sensemaking process of teachers are unpacked. Earlier research has provided convincing evidence for claims of teachers' prioritisation of policy elements and implementation patterns. This study provides an elaborated account of how teachers make sense of the policy that is a priority to them, and evoke some factors influencing the sensemaking and policy enactment process. Second, the research highlights the important role of organisational supports for the teachers to ease making sense and enactment of new policy. Finally, the study brings the unique characteristics of teachers in Myanmar who are eager to be involved in change process and try to be good change agent themselves, based on their beliefs and values in their profession and their students' future.

Key words: teachers' sensemaking, curriculum policy, policy enactment

Declaration

This thesis contains no material which has been accepted for the award of any other degree or diploma at any university or equivalent institution and that, to the best of my knowledge and belief, this thesis contains no material previously published or written by another person, except where due reference is made in the text of the thesis.

Signature:

A solid black rectangular box used to redact the signature.

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Date:21/01/2019

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Chapter 1: Introduction

1.1 Background of the study

Around 1962, Myanmar had one of the best education systems among Asian countries and was seen as a model education by neighbouring countries (Chandler, 2017; Lorch, 2008, Vrieze, 2016). However, decades of under-investment and civil strife led to a decay in the standard of education nationally and Myanmar has been left behind its regional neighbours (Han Tin, 2008; Lall, 2008; Lorch, 2008). Although it had been revised curricula and syllabuses at primary education in 1998-1999 AY, at the middle school level in 2001-2002 AY and at the high school level in 2000-2001 AY especially in variety of subject matters (MOE, 2012), it had not taken count in the areas of meeting the local needs. In addition, with the help of Japan International Cooperation Agency (JICA) and UNICEF, most of the primary school teachers had been trained with child-centred approach (CCA) from 2004-2005 AY to 2015-2016 AY in order to upgrade teaching approach in the primary schools. However, the curricula were more suitable for teacher-centred approach which emphasized rote learning, the big class-size, insufficiency of teaching-aids to the targeted class-size lead poor enactment of CCA (Soe, Swe, Aye & Mon, 2017). To address the issue, the Ministry of Education (MOE) undertook a Comprehensive Education Sector Review (CESR) (2012–2015) to analyse the current education system (MOE, 2014; JICA, 2017). Drawbacks in the curriculum and teaching method were discovered in Phase 1 of the review. Phase 2 of the CESR (2012) recommended developing a renewed education policy framework and curriculum reforms to abolish the current outdated and rigid system (Hallinger, 2010) that overemphasised rote-learning—a practice regarded as inhibiting creativity and the innovative skills considered essential for the future workforce (Tin, 2008).

Based on the CESR recommendations, Myanmar's Basic Education Law was amended in 2014 and a new Basic Education curriculum policy was developed to encourage

the development of 21st century skills in students. The renewed education system's (KG+K12) new curriculum aims to foster 21st century skills and bring Myanmar society up to international standards. With technical and financial help from the United Nations International Children's Emergency Fund (UNICEF) for the Kindergarten (KG) curriculum and the Japan International Cooperation Agency (JICA) for Grades 1–5, large-scale, long-term education curriculum reform has begun being implemented in Myanmar from the 2016–2017 academic year (JICA, 2017). However, some critical issues have emerged that need to be discussed.

1.2 Rationale for study

In 2016, intense policy changes related to the curriculum and new teaching approach in the new education system were made in Myanmar. A major issue with the changes is that the final policy brokers, teachers at the grassroots level, were not asked for their ideas on how to implement or enact the new policies (Hallinger, 2010). Primary teachers who teach Kindergarten and Grade 1 level students starting from 2016 to 2018—the period during which data for the current study was collected—were the people primarily responsible for enacting the new curriculum policy. Although these teachers face implementation issues related to enacting curriculum reform, to date there has been no research exploring how teachers make sense of new curriculum policy in their schools.

In a theoretical context, Bernstein's (1990) work on the construction of pedagogic discourse shows the ways people recontextualise the policy message influences what and how particular discourses are implemented. In addition, Spillane, Reiser and Reimer (2002) explain that policy can be interpreted and implemented differently by implementing agents—the way they notice, interpret and translate the meaning of policy messages into their local situation are crucial in policy enactment which means making policy active in the local context. Further, Weick, Sutcliffe and Obstfeld (2005) observe that when confronted with new changes, teachers feel ambiguity and anxiety before they make sense of these changes.

Therefore, how teachers make sense and enact policy message are crucial throughout the new policy implementation process. This is particularly so in Myanmar.

In a research context, although several studies have provided evidence of teachers' policy enactment patterns (Coburn, 2004; Luttenberg, Veen & Imants, 2013; Saito, Atencio, Khong, Murase, Tsukui & Sato, 2016; Spillane & Zeuli, 1999), factors influencing teachers' policy enactment (Coburn, 2004; Maguire, Braun & Ball, 2015; Kirk & MacDonald, 2010; Li, 2017; Tan, 2017) and teachers' emotions on education reforms (Schmidt & Datnow, 2005), little is known about the process of sensemaking by which teachers enact new policies in their local context and especially in Myanmar. Therefore, this study aims to address this gap in existing research and in the Myanmar context.

1.3 Aim and research questions

Andrews (2003, p. 15) contends that '[r]ather than start a project with the generation and development of a research question, an alternative approach is to let the research question emerge from a literature review'. To develop appropriate research questions, I first reviewed the literature and research related to my topic. Based on the literature review, I noted that to enact new policy, teachers first need to understand what this new policy means to policy makers, their schools, their classroom practices, their students and themselves. In the reform or change process, people need to understand what is going to happen and how this affects their daily practices. Based on the findings of other researchers, this study aims to explore the sensemaking pattern of teachers in response to new curriculum reform in the Myanmar context. Therefore, my main research question is:

How do teachers make sense in enacting new policy in their classroom?

To support the main research questions, four subsidiary research questions have been developed:

- 1) What factors are influencing teachers' policy enactment process in their school?
- 2) What do teachers do to make sense of new policy?

- 3) What does new policy mean to them?
- 4) How do they interact the policy messages in their classroom?

This thesis comprises six main chapters. Chapter 1 gives a brief overview of the recent history of curriculum policy and education system reform in Myanmar, touches on literature, and gives a brief summary of the research questions. Chapter 2 reviews the literature, research and key concepts that were examined to construct the theoretical framework for the research. Chapter 3 addresses the methodological background of the research, explaining the approach to research design, data collection, analysis methods and ethical considerations in this study. Chapter 4 provides a description of the analysis of data related to the documents, interviews and observations undertaken during the data collection phase of the study. Chapter 5 presents a discussion of the research findings. Finally, Chapter 6 offers a concluding overview of the research and suggestions of the study.

In the next chapter, I critically examine the literature relevant to my study.

Chapter 2: Literature Review

The previous chapter provided the context and background for the study. In this chapter, the literature and research related to the current project are analysed and discussed. Neuman (2011, p. 124) argues that we construct our basic ideas into researchable questions, and ‘doing a literature review builds on the idea that knowledge accumulates and that we can learn from and build on what others had done’. I found that reviewing the literature related to my study was one of the most important parts of my research journey, as I was able to learn from the attempts of previous and contemporary scholars in my topic area.

2.1 Overview of teachers’ sensemaking

Based on critical analysis of the literature, it is evident that some researchers have studied factors influencing the ways teachers choose priority policies for their classrooms (Coburn, 2004; Maguire, Braun & Ball, 2015; Kirk & MacDonald, 2010; Li, 2017; Schmidt & Datnow, 2005; Tan, 2017). Braun, Maguire and Ball (2010) found policies are mediated by positions and relationships among teachers, schools and local authorities. Schmidt and Datnow (2005) also found that the positionality of reforms related to school or classroom levels also influences teachers’ emotions about the policy enactment. Teachers’ enactment on policy depends on their understanding of how their students learn, the availability of resources in their classroom, their personality and experiences (Kirk & MacDonald, 2010). Certainly, according to previous studies, teachers do prioritise the choice of policies in their school depending on their different conceptual and relational factors. Such prioritisation by teachers decides the degree of policy enactment or implementation in their schools. However, such relationships between prioritisation by the teachers on policy elements and the degree of implementation of the policy have not necessarily been the focus in the previous studies.

Bernstein (1990) notes that recontextualisation of policy agents at the reproduction (secondary) level of discourse influences the realisation of this discourse. In Li’s (2017)

study about curriculum enactment in China and Tan's (2017) study about critical reading policy enactment in Singapore, it is observed that teachers actively resist the policy if they feel the policy is a top-down decision and inappropriate to their norms and for their local students. Coburn (2004) concludes that the greater the degree of congruence and degree of intensity, the more likely to respond to pressures of environment by the teachers. She also emphasises the ways pressures carried through to the classroom influence the degree of voluntariness of teachers on the message. In previous studies, the pressures upon teachers have been emphasised and how teachers recontextualise or adjust the given policies according to the classroom situation noted. However, my analysis of these studies suggests that how teachers cater to the needs of their students in their practices to enact the policies, has been sufficiently discussed.

Some studies have explored teachers' policy implementation styles or patterns (Coburn, 2004; Luttenberg, Veen & Imants, 2013; Saito, Atencio, Khong, Murase, Tsukui & Sato, 2016; Spillane & Zeuli, 1999). Coburn (2004) analysed teachers' responses to reading reform messages and found that teachers used 'rejection' when they felt new policy did not fit with their students, and 'decoupling or symbolic response' when they responded symbolically and did not use the policy in their classroom routines. In addition, she found that teachers used 'assimilation' responses to fit new policy into existing classroom routines, and 'accommodation' responses by restructuring basic assumptions of policy into their reading instruction. In their study in Netherland secondary schools, Luttenberg et al. (2013) adapted their analysis of how teachers make meaning to the policy based on match/mismatch of the policy meanings from teachers' own frame of reference and categorise teachers' policy enactment styles into distantiation, assimilation, accommodation and toleration. In their longitudinal case studies in primary schools in Vietnam, Saito et al. (2016) found that teachers' responses transitioned into three types: pro-colonisation, anti-colonisation and decolonisation as their perceptions on new policy changed from negative to positive. Spillane

and Zeuli (1999) organised teachers' response to mathematics reforms into three patterns: most closely approximated to the spirit of reforms, not closely aligned with reforms, and far away from the focus of reforms. Although these previous studies mention the sensemaking patterns of teachers in their school, they do not consider what factors influence these teachers to make a certain sensemaking pattern.

My examination of research about teachers' responses in policy enactment and education reforms covers different research across various countries. Braun et al.(2010) selected two secondary schools in the United Kingdom (UK) to generate priority policy for their own schools; Maguire et al. (2015) examined how heads of department and teachers in secondary schools enact new policy in their schools; and Kirk and MacDonald (2010) reviewed two curriculum reform projects in Queensland, Australia. Li (2017) studied curriculum enactment in one province of China; Saito et al. (2016) charted Vietnamese primary school teachers' response to school reform; and Schmidt and Datnow (2005) examined teachers' emotional response to the comprehensive school reform in two states in America. Tan (2017) studied pre-service teachers' perspectives in the enactment of reading policy in Singapore and Luttenberg et al. (2013) studied teachers' and principals' sensemaking patterns on educational reform in Netherland, finding that teachers resist some policy messages if they feel these policies do not fit or are not practicable in their local environment. Thus, previous research related to teachers' sensemaking in different countries observes teachers' reactions to new policies in their school environment, but there is no research on teachers' sensemaking in the Myanmar school context. Details of the analysis of the review of related research on teachers' sensemaking in policy enactment process is presented in Appendix H.

2.2 Review of methodologies used

All the research in the literature review uses a qualitative approach, ranging from policy document analysis, school visit and observation, and single-case study, to comparative

case studies, semi-structured interviews and essay writing about reforms. The exception is Spillane and Zeuli (1999), who used a questionnaire to obtain the general demographic data of participant and choose the numbers of teachers who believed they were familiar with reform spirit, before applying an in-depth interview and observation. Some research focused only on teachers (Braun et al., 2010; Schmidt & Datnow, 2005; Tan, 2017; Spillane & Zeuli, 1999), while others investigated different kinds of stakeholders, such as local education agencies, heads of departments, project administrators and principals (Maguire et al., 2015; Kirk & MacDonald, 2010; Li, 2017; Saito et al., 2016, Luttenberg et al., 2013).

2.2.1 Summary

As noted above in the previous studies, some issues have been neglected despite their theoretical and contextual importance. First, relationships between prioritisation by the teachers on policy elements and the degree of implementation of the policy have not been sufficiently discussed. Second, there is a need for more studies on how teachers cater to the needs of their students in their practices in recontextualising and enacting the given policies. Third, further clarification of what factors affect the teachers to make certain sensemaking patterns on the given policies is needed. Fourth, the vast majority of previous studies were conducted in developed countries, and there is a need for further examination of situations in developing countries, such as Myanmar, where the current study was conducted.

2.3 Key concepts in this study

Before moving to the conceptual framework of the study, I outline the key thoughts used to build up an analytical framework to guide my research. I critically analysed Weick's (1995) ideas on general characteristics of sensemaking, Bernstein's (1990) conception of the flow of policy discourse throughout the system, and Spillane's (1999) notion of teachers' zone of policy enactment, which I explain in detail below.

2.3.1 Seven characteristics of sensemaking (Weick, 1995)

Organisational psychologist Karl Weick (1995) argued that organisation must be seen as dynamic, regularly regenerated and communicative. He found that the dynamic and ongoing characteristics of an organisation can only be noticed if it is interrupted by uncertainty and ambiguity created by changes in and around the organisational environment (Langenberg & Wesseling, 2016). Weick (2001, p. 49) observes that ‘the conditions of order and rightness in organisations exist as much in the mind as they do in the field of action’. Of note for my study, Weick, Sutcliffe and Obstfeld (2005) conceptualise sensemaking as an evolutionary process. They argue that when one system encounters change in its environment, it adjusts to its environment first by enacting what it has noticed as the essentials in the change process with referent to its background knowledge and skills. If it experiences what it has done is meaningful for itself, it continues to use the same strategy for another unfamiliar change. In the current study, which is related to how teachers understand and adapt themselves during policy reforms, Weick’s (1995) notion of the characteristics of sensemaking were used as a background concept. To make sense of the new policy that encourages new content in textbooks, a new teaching approach and new classroom management, I used this lens to consider how teachers had to overcome the new and ambiguous situation, and see if they went through the same evolutionary process Weick (1995) identifies through the following characteristics:

- 1) ***Identity building***: Developing and maintaining one’s own identity is more significant when someone experiences challenges or ambiguous situations.
- 2) ***Retrospection***: Recalling and thinking about the past until people think they get the reasons or feel unequivocal about the meanings to themselves.
- 3) ***Enactive in sensible environment***: Nothing is accomplished without acting. For the sensemakers, they try and test what they think of worth and work in their

context and through their enactment and reaction from the environment, people make pragmatic acts.

- 4) ***Social beings***: Human beings are social animals, and they should be more social ones if they choose their professions as service providers; for example, teachers. Teaching is not exceptional in terms of social dealing as school is the social organisation.
- 5) ***Ongoing process***: Sensemaking has been starting once people get the life and it will finish once they die. Between womb to tomb, people have to make sense to identities around them, and nothing seems to make the stop to making sense except coma or death situation, while it would be more prominent once they feel ambiguous or uneasy to themselves in their daily routines.
- 6) ***Attentiveness to the clues***: When people solve for the ambiguity, they constantly aware of the signals that can help to solve the puzzles.
- 7) ***Driving force of plausibility rather than accuracy***: Sensemaking can be different because sense depends on individual opinion, so there is no absolute truth in sensemaking and it is more about becoming and pragmatism, and tends to be resilient in the face of harshness.

2.3.2 Model of pedagogic discourse (Bernstein, 1990)

Sociologist Basil Bernstein (1990) developed a model of analysis of pedagogic discourse that examines what is transmitted as educational knowledge in the educational environment. In the context of change or reform, he observes that policy makers decide which educational trends to adopt from the international field. They then balance to adapt these new ideas with the needs of the nation and decide the thinkable/unthinkable aspects in consultation with the intelligentsia. These steps lead to the production of a pedagogic approach that encompasses the dominant principles for intended cultural reproduction. At the reproduction of pedagogic discourse level, it is a rule of thumb that policy brokers implement

their instructional discourse (ID) based on what they are instructed by the regulative discourse (RD). In the education system, the final policy brokers are the teachers who decode the policy messages, transform their pedagogic instructions and transmit the texts to their students.

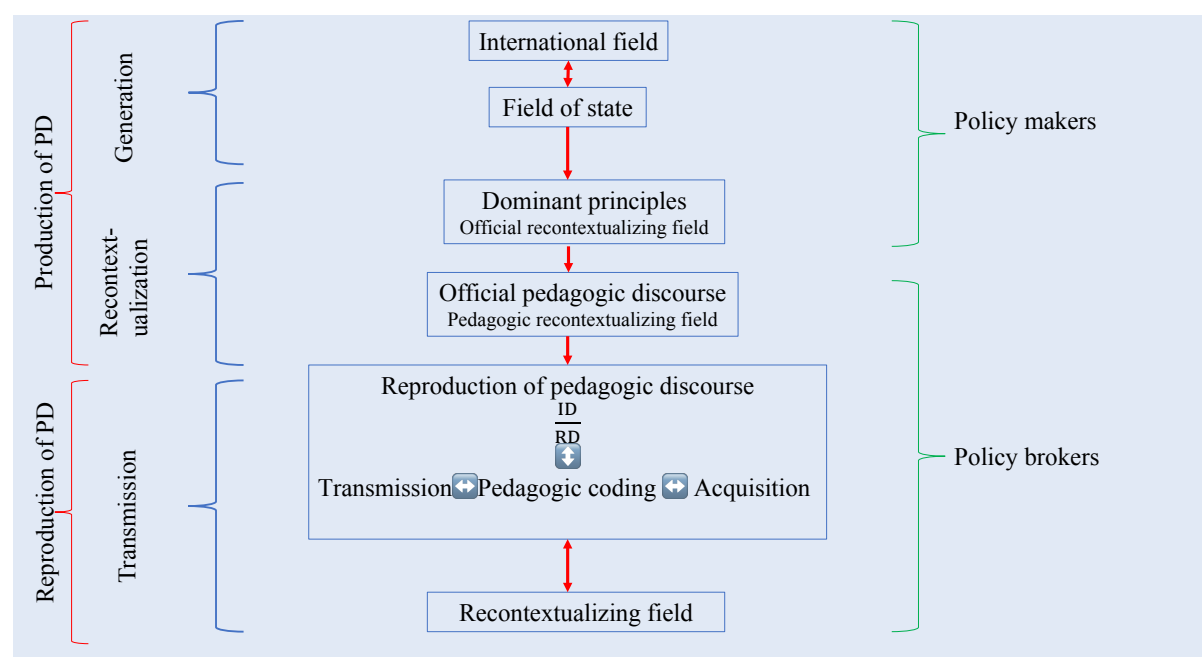


Figure 2.1: Model of pedagogic discourse (adapted from Bernstein, 1990)

Figure 2.1 provides an overview of Bernstein's approach and clarifies the flow of discourse from the primary generalisation context to the secondary transmission context. Between these two contexts, he argues there is a recontextualising context that relocates the discourse based on the individual and unique characteristics of school situations. As educational contexts are comprehensive, and different social and political relations are involved in the flow of pedagogic discourse, Bernstein warns that how the dominant principles are adapted, regulated and distributed is crucial for policy implementers. He observes that, 'the dominant principles are regulated by the distribution of power and principles of control which determine the means, contexts, distributions, possibilities, and social relations of physical and discursive resources' (Bernstein, 1990, p. 196).

2.3.3 Six Ps model of policy enactment (Spillane, 1999)

Spillane (1999) discusses the ‘six Ps for policy enactment’ by the teachers, representing the policy, private, public, pupil and professional sectors. These are interrelated and each, in turn, communicates with the personal resources of the teacher. At the centre of the model (see Figure 2.2), Spillane developed the ‘zone of enactment’, in which teachers make sense of the policy laid down by reformers. In this space, teacher’s personal resources—such as ability, will and preliminary experiences—interact with the opportunities and challenges taking place in their political, professional, public and private surroundings, as well as the results of their new practices on their students. The ‘will’ that motivates teachers to change their usual way of doing things to the more challenging tasks required by the reforms, urges them to come out of their comfort zone to pay attention to details in their daily teaching routine to make change happen (Spillane, 1999).

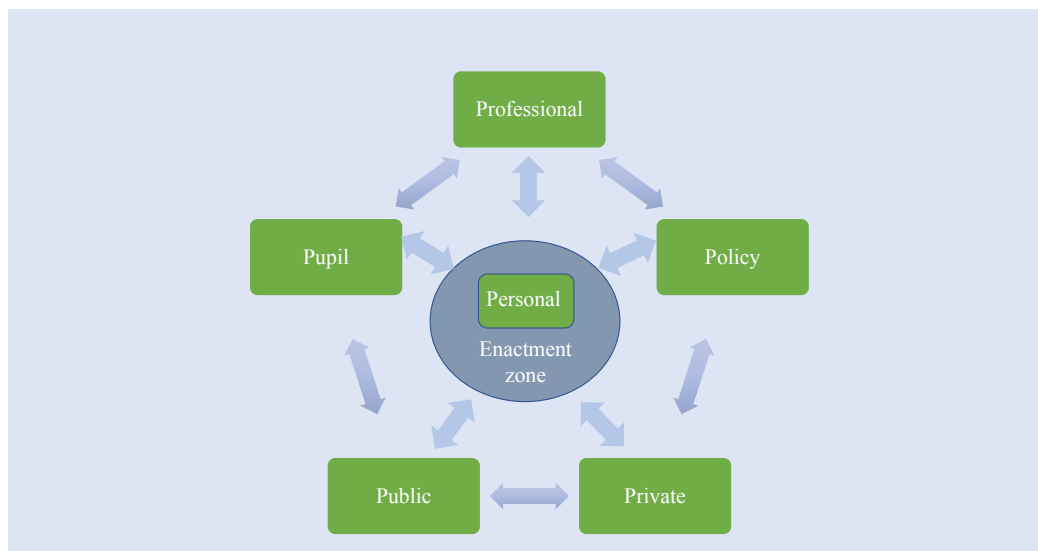


Figure 2.2: Zone of policy enactment (Spillane, 1999)

Although the six Ps model seems to express social relations as inevitable in the policy enactment of teachers, Spillane (1999, p. 172) argues that ‘teachers’ enactment zones vary on a continuum from individualistic to social’. Thus, if there is a continuum for the enactment zone, one thing to consider in the factors that influence the ranges in that continuum.

2.4 Conceptual framework

There was no single theory that served to answer my research questions completely. The general theory I am using is Weick's (1995; Weick et al., 2005) aforementioned seven properties of sensemaking; namely:

- 1) identity construction (labelling)
- 2) retrospective (reflectively thinking about what had thought, said and done)
- 3) enactive of sensible environment (enactment in the active environment)
- 4) social (receiving and giving back encouragement and feedback)
- 5) ongoing (evolving and becoming)
- 6) focused on extracted clues (noticing and bracketing)
- 7) driven by plausibility rather than accuracy (pragmatics and creation).

However, Weick's theory does not take into consideration particular contexts and teachers' perspectives. Here, Bernstein's (1990) theory is useful for understanding the specific context of teachers in Myanmar. Bernstein's pedagogic discourse explains the complex nature of education reform: production, recontextualisation and reproduction of discourse. Teachers at the school levels are related to the reproduction part of the reform. In order to implement or enact the new policy laid down by the primary and recontextualising field of education, teachers, as a transmitter in the secondary field, frame and classify which discourse regulations are suitable to their context or classroom instruction. To communicate the discourse to students or acquirers, teachers have to recontextualise new discourse to the physical and symbolic control in their school situation.

Finally, Spillane's (1999) theoretical ideas support understanding the policy enactment process of teachers in their local context. Hence, at the schools, teachers enact state policy by translating it into institutional policy. Spillane's (1999) 'six Ps' model' shows how teachers enact reform related to external sectors—policy, professional, pupil, public and private sectors—which represent individuals, associations, organisations, opportunities and

challenges from which teachers might learn how to enact the reform. The sixth P in the middle of the model is the teachers' personal resources, such as their existing knowledge, beliefs and disposition by which teachers themselves actively learn and adapt to the reform. It shows that the 'policy, professional and other sectors do not determine what teachers learn about practice because its influence on practice is mediated through the beliefs, knowledge and dispositions of particular teachers' (Spillane, 1999, p. 169). This particular perspective has helped me understand the influencing factors and interconnectedness of these teachers' sensemaking work and policy enactment in the Myanmar policy context.

2.5 Summary

In the current study, bringing these three theoretical perspectives together enables me to shed light on how teachers might respond to curriculum reform and subsequently fulfil the study's research aims. Figure 2.3 demonstrates how these theoretical perspectives have been brought together to better understand teachers' sensemaking in the context of Myanmar.

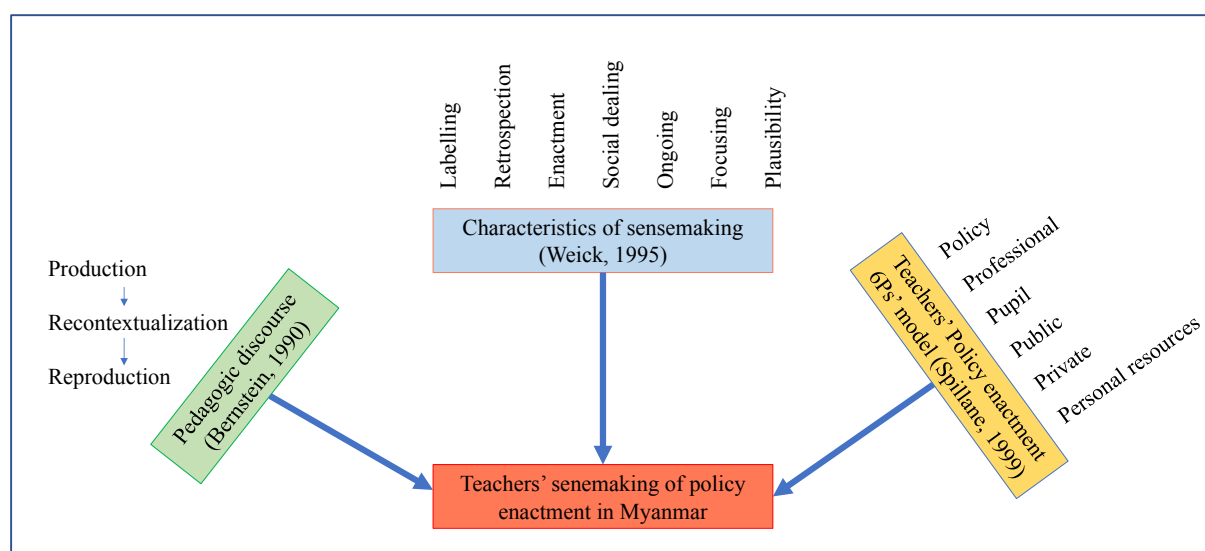


Figure 2.3: Theoretical framework for teachers' sensemaking in curriculum policy enactment

This literature review chapter had described, explained and critiqued the literature most relevant to the current study. First, it reviewed relevant research and then it expanded on the key concepts used in the study. Finally, it provided the conceptual framework being used

in this research. The next chapter discusses methodology and describes the process of operating the study in Myanmar.

Chapter 3: Methodology

The previous chapter identified and critically analysed common themes in the literature, and outlined the theoretical framework used in the current study. Large-scale curriculum reform has been implemented in Myanmar since 2016 in an effort to equip new generations with the 21st century skills (MOE- JICA, 2017). The main purpose of the research is to explore how teachers in Myanmar make sense in their new curriculum policy enactment. In addition, the study seeks to discover the factors that influence policy enactment of teachers in their schools, the activities of teachers to make sense of the new policy, and how teachers interacted the policy messages in their classrooms. The research design for the study is discussed in the following section to address the central research question: ***How do teachers make sense in enacting new policy in their classrooms?***

3.1 Research design

The nature and quality of research depend on the researchers' choice of paradigm, which, in turn, sets up the intent, motivation and expectation for the research (Mackenzie & Knipe, 2006). Tracing the epistemologies of my research (Kamberelis & Dimitriadis, 2005), I decided the basic philosophical foundation of my research is interpretive social science, which is concerned with 'how people interact and get along with each other' (Neuman, 2011, p.101). Therefore, in the current study, I used an interpretative approach to the sensemaking process of teachers in their school and teachers' interpretation of new policy in their school world.

To answer research questions, they are transformed into research design (Creswell, 2007). To get the research design, there are some considerations to prevent possible practical and ethical issues. So, I develop a table to justify my research design in relations with my research questions, required resources and skills to collect data in ethical manners (see

Appendix I). In the following section I explain the logical, practical and ethical dimensions of my research methodology.

3.2 Participant selection

Bryman (2016) asserts there are two levels of sampling: sampling of context and sampling of participants. In the current research, I chose maximum variation sampling, which is one of the purposive sampling techniques concerned with finding the sample cases or individuals that are not similar to each other on particular features (Bryman, 2016; Creswell, 2015) to cover diverse participants and identify common patterns or themes in the context of my study. Locations of participants was my first priority in order to explore whether the factors teachers enacted the new curriculum policy may be similar or different depending on their context. Hence, my first intention was to target two teachers from the Basic Education High Schools in different locations—downtown, urban and rural areas—in Yangon Region.

After targeting the location of the study, I visited to the potential participants. When I visited to each school, teachers were explained about the research process (interview and participant observation in their classroom) and asked for consent in the participation of the research as important step of ethical consideration of informed consent from the participants (Duncan & Watson, 2010). In one school, there are only one teacher at each level. In the other school, there are four teachers at each level but the principal chose one from each level whom she thought could represent to the other teachers and asked each teacher about their consent. I chose one teacher from each grade who was currently teaching their respective grade with the new curriculum in their schools. When I introduced myself as a researcher in one school and delivered my explanatory statement to the potential participant, she advised me to also consider her colleague as a participant as she did not want to leave her counterpart behind in the project. I had seven female participants in total: four Grade 1 teachers and three Kindergarten teachers. The study participants had different backgrounds, ranged in age from 30 to 56 years old, and had total service experiences from novice to 30 years. Among them,

two teachers had always taught at the same school at which they were first appointed. All participants had at least one year's experience in implementing the new curriculum at the current grade, except one Grade 1 teacher who had transferred from Grade 4 to Grade 1 in the year prior to commencement of the research.

3.3 Methods of data collection

Four phases—document analysis, pre-observation semi-structured interview, classroom observation, and post-observation semi-structured interview—were conducted between March 2018 and July 2018. To answer my main research question and subsidiary questions, I chose three different research methods, as a research method appropriate for one question may not be appropriate for another (Gray, 2004). This led to achieving valid and reliable results for my research, as multiple methods assisted data triangulation (Neuman, 2011). To select the participant schools and teachers, I used a maximal variation sampling method (Creswell, 2015); specifically, a kind of purposive sampling, as the main focus was policy implementation in three different schools that varied in demographical, geographical and socioeconomics situations in Yangon, the economic city of Myanmar. In these three schools, three KG teachers and four Grade 1 teachers who were implementing new curriculum in their respective classes starting from 2016, were selected to investigate how they made sense of the new curriculum, what factors influenced in their sensemaking process and their interpretations of the new curriculum they were enacting.

Data collection started after I passed my confirmation seminar. While I was waiting for the ethics approval and field work permissions from authorised organisations, I frequently visited the <http://www.moe.gov.mm> website and asked friends who were working in the government's Department of Educational Research, Planning and Training about published policy documents related to my studies. In this way, I collected reliable resources (Bryman, 2016) for my document analysis. Through the thematic analysis of the documents related to curriculum policy development and dissemination, I developed the pre-observation interview

questions and observation categories for the research. Then, the field work to my potential schools began. Exploration of how teachers make sense to the curriculum in the Myanmar context was conducted for nearly two months (first week of June 2018 to the second last week of July 2018). I first visited to the destined schools and introduced myself to the headmistress/authorised person of the school, and met with the teachers to explain the research, give explanatory statements and provide consent form.

Three days after the teachers agreed to participate in the research, the pre-observation interviews were done in quiet and private areas in their particular schools consecutively. Then, I undertook two observations: first for one week, and then the schools were observed alternatively for two weeks. At the end of second observation week, participant teachers gave some of their time to answer my post-observation interview questions. The transcripts of the interviews were sent to the teachers for their approval and to amend the facts they had given to me as needed.

3.3.1 Document collection

In my research, I used documentary analysis of the policy documents. I considered both public (policy documents, textbooks, newspaper articles and standing orders) and private (teachers' lesson plans and teaching aids) sources of information (Creswell, 2007).

Public documents collection: First, the publicly available documents were analysed while I was waiting for ethics approval from Monash University Ethics Committee and for permission from the Myanmar Government's MOE. Analysing correct policy documents was one of my main concern, so I wanted to track curriculum policy trajectories. The documents used in this research are the Education Laws, the National Education Strategic Plan 2016–2021 archive (published by the MOE, <http://www.moe.gov.mm>), and textbooks disseminated to the teachers and students by the government.

Private document collection: The second part of the document analysis related to the investigation of teachers' private documents such as teachers' diaries (a mandatory document

that teacher have to submit at the end of each teaching week for the principal's approval), teaching notes and teaching aids, which some teacher did and some did not employ in their enactment. Before commencing field work in the respective participating schools, I explained to potential participants what I would like to do with their private documents. With their agreement and in the consultation with the participants, I analysed their rewards.

3.3.2 Observation

To understand the complex interactions of how teachers dealt with curriculum, teaching approaches, intended skills they are obliged to enact and how they adapt themselves in their natural ground, participant observation was chosen for the study. To collect data through classroom observation, I used descriptive and reflective notes for observation (Creswell, 2015) to explore teachers' sensemaking and enactment processes in their classroom. Field notes that document 'detailed, nonjudgmental, concrete descriptions of what has been observed' (Marshall & Rossman, 1999) were used. In addition, using the data gathered from the published document analysis and first-round interviews, the 21st century skills checklist was used as a criterion to record how teacher understood and enacted them in their context. Observation took two rounds for each school. Each round was one week long and three participating schools were observed alternately to catch up and differentiate their sensemaking to the policy and its enactment in their classrooms over two months of observation. In each school, I conducted observations hourly, two hourly, for half day and for the whole day with the two participants teachers (KG and G1 teachers) in their classrooms.

Although the three schools are in different locations, I found the socioeconomic status of the children was quite similar: most of the children came from working class parents. Before conducting observation, I thought the different locations of schools would provide students of quite different socioeconomic backgrounds. However, I realised that my participant schools were not renowned, and the teachers mentioned that most of their

children's parents were migrant labourers, some were street vendors, and a few were middle-class families.

There are a number of reasons for spending a lot of time—from an hour to the whole day—in each classroom of every participant. First, observing the detail and subjects the participants had to cover in their assigned classroom gave me rich data in the sensemaking and enactment of teachers across different subjects, different periods and different classroom activities. Second, spending most of the time during the school day instead of attending one period in the participants' classrooms allowed me to develop a rapport with the participants. Within the first few days of observation, the researcher exhibited consistent behaviours of non-judgement and enthusiasm in participants' classrooms; for example, chatting with teachers before and after their lessons, and having ad hoc and informal conversations with teachers and their colleagues. These manners eradicated the impression of an inspector looking for mistakes, and built trust between me as a researcher and the participant teachers. In addition, observing classrooms for five days in a row provided the discourse and persistence of teachers' policy enactment in their classrooms. Observation at two different times within the first two months of the academic year endorsed the insight into changes in the honeymoon periods within the classroom, and students' engagement in teacher-led and group activities over time.

3.3.3 Interviews

As the qualitative researcher relies heavily on in-depth interviews, which means conversations with participants (Khan & Cannell, as cited in Marshall & Rossman, 1999), I purposely initiated dialogue with them with the aim of evoking their perspectives on the new curriculum policy. Conversations explored the participants' opinions on policy development and enactment, and sensemaking topics that were developed based on the results of the document analysis and observation field notes. Specifically, interviews were conducted on two occasions: before and after the observation. For interviews, I used the interview protocol

laid down by Creswell (2007), and for the interview questions, I used descriptive and evaluative questions to explore what happened at a particular time, event or series of events, to assess how the participant felt about that event or happening (Whyte, as cited in deMarris, 2004).

All teachers consented to participate in semi-structured interviews and each interview section was conducted in the quiet and private spaces of the participant's own classroom and prayer room in the school. Each interview question was developed from the significant themes found during each data collection step. As a result, in the post-observation semi-structured interviews, themes were added from the first step of data collection, published document analysis, to the second last step of data collection, observation notes and private document analysis. A total of 12 interviews ranging from 32 minutes to an hour and a half were conducted in six classrooms with seven teachers (three KG teachers and four G1 teachers) in three schools in three different locations. Most of the interviews were recorded on audiotape and only two interviews were documented by hand in the pre-observation interview as two teachers from one school did not consent to being recorded in the first interview (although they participated in a joint conversation with me in the post-observation interview). One Grade 1 teacher stepped aside for the second-round semi-structured interview, stating that she was busy and believed her colleague could represent her perceptions in the later interview.

3.4 Methods of data analysis

Data collection and data analysis were instantaneous throughout the study (Strauss & Corbin, 1990). Two rounds of semi-structured interviews, participant observations, field notes, collection of teachers' archival data, and publications related to new curriculum policy released by the MOE in Myanmar and journal articles were collected to analyse how teachers make sense of their curriculum policy enactment. All the interviews were transcribed

verbatim, typed and emailed to the participants to check for any factual errors and amend as needed.

3.4.1 Analysis of documents

The published documents were analysed to set up criteria or categories for the field work. First, I read the concepts related to the sensemaking and policy enactment by the three main scholars referenced in the study, Weick, Spillane and Bernstein (see Section 2.3). Second, I watched and read the updated data and documents related to the new curriculum policy enactment process in Myanmar. I read these a number of times, to thoroughly and critically identify the themes to be induced through the analysis of publicly available documents such as CESR reports, National Education Strategic Plan 2016-2021 and its summary, Primary school curriculum development team website i.e. CREATE website and other news websites and periodicals articles which mainly concern with education reform and curriculum policy. These two approaches provided the concepts and categories for the semi-structured interview questions and observation checklist criteria in my field work. Then, field work was conducted for nearly two months in the sample school settings.

For individual teacher's private documents, each participant explained their perception towards writing and keeping documents related to their teaching notes, teaching aids and assessment notes towards individual students. The documents were quite similar as all the teachers are government school teachers who have to follow the same instructions related to each document; however, there were two teachers whose notes and teaching aids were unique and reflected their expertise in the new curriculum. Thus, it was relatively easy to analyse teachers' private documents and incorporate private document analysis into Level 1 of the analysis, as they were specifically related to the teacher participants.

3.4.2 Analysis of pre-observation interview transcripts

Pre-observation interview questions were more likely to get general profiles of teachers, their perspectives on the new curriculum policy, and their self-rating about their

enactment and problem-solving skills in the classroom. As soon as I recorded and wrote the participants' answers to my initial interview questions, I transcribe them. I reviewed them to develop an overall picture of their thoughts about new curriculum policy and their implementation of it in their classroom. After that, I incorporated them into my Level 1 analysis, which combined all the information I received from my participants, ready for the comprehensive picture of my final analysis.

3.4.3 Analysis of classroom observation

During my classroom observation time, I took observation through two lenses: observation field notes and the 21st century skill checklist. In relation to the field notes, I analysed the common patterns in teachers' enactment behaviours throughout my field notes and looked for the reasons they may provide in the semi-structured interview. Then, I combined the observation checklist and notes related to the sensemaking and enactment of teachers in the Level 2 analysis, for the final scenario of my findings. For the observation checklist related to 21st century skills implementation of teachers in their classroom, I counted the skills in terms of how many times each skill appeared to be excised by the teachers in their enactment.

3.4.4 Analysis of post-observation interview transcripts

As the rapport between me and my participants increased during the observation period and I experienced real-life situations in my participants' classrooms, data concentration was more enriched in the post-observation interviews. Some parts were removed when the participants checked for facts and amendments. Again, I had to repeatedly read and make codes related to what occurred from the data, and codes were more complex than the first interview transcripts and involved concept and process coding to understand the data. Finally, I put the analysis of these transcripts into the Level 3 analysis to develop a whole picture from of the data.

3.5 Bringing the analysis together

My overall framework for analysing data was arranged into three levels: Level 1 (pre-observation interviews transcripts), Level 2 (adds on observation notes and checklist to find blocks, patterns and themes analysis) and Level 3 (adds on post-observation interview transcripts and did capstone analysis in search of answers for main research questions). In Level 1 analysis, the transcripts were first analysed for each question asked in both interviews. The transcripts were manually fragmented and coded in terms of descriptive coding, initial coding, NVivo coding, concept coding and process coding (Saldaña, 2009, 2016) throughout the analysis. In addition, codes were inductively developed via iterative coding (Strauss & Corbin, 1990) to cover the breadth and depth of the data. At the end of Level 1 analysis, 43 codes were developed depending on how these code terms were directly or indirectly mentioned by the participants, and they were grouped into 10 categories. These categories were related to the policy, teachers' feeling, child development, class size, teaching aids, teaching methods, parental supports, teachers as life-long-learners, content of teaching, and students' thought-provoking process.

In Level 2 analysis, which refers to the constant comparison of Level 1 codes to the observation notes in order to find the consistency and discrepancy between their perspectives and their action in the classroom, I used the 21st century skills checklist against the observation notes and first-round interview transcripts to analyse individuals and across participants. In addition, each participant was once considered at fixed-case and then each case was constantly compared to the others to find systematic patterns, blocks and themes among the similarities and differences. At the end of Level 2 analysis, 73 codes were developed under six categories. They were related to students' engagement, teachers' learning to the new curriculum, teachers' worries and surprises, government support and policy guidelines, parents' mindset and supports, and lesson preparation and teaching.

Finally, in the Level 3 analysis, the emerging patterns and blocks were subsequently compared with the research questions that were developed at the end of the literature review.

Before describing the common themes found in data analysis, I will illustrate the steps taken and categories found in the data analysis process. Further information on how I worked through Level 1 analysis and moved to Level 2 and Level 3 are explained in Table (3.1).

Table 3.1: Categories found in three steps analysis

Level 1 analysis – 43 codes under 10 categories	Level 2 analysis – 73 codes under 6 categories	Level 3 analysis – 3 main themes
Child development	Student engagement	Teachers’ perception about their achievement
Teachers’ feeling	Teachers’ worries and surprises	
Policy	Government support and policy guidelines	Organisational and social support towards teachers
Class size	Teachers’ learning to new curriculum	
Teaching method	Lesson preparation and teaching	Teachers’ beliefs and values related to their job and their students
Teaching aids	Parents’ mindset and support	
Parents’ support		
Teacher as life-long-learner		
Teaching content		
Students’ thought-provoking process		

3.6 Ethical considerations

As a researcher, I tried to maintain my personal openness and integrity (Neuman, 2011) throughout the research process. To do so, I reviewed ethical issues in collecting data through qualitative processes, completed and submitted Monash University’s online ethics approval form and applied for permission to do research in a government basic education school from the gatekeepers (Crewswell, 2007) via an email to the Myanmar Embassy in Canberra and the headquarters of the MOE. To ensure *transparency*, which is vital for the ethical and moral integrity of the research, the researcher and the participants, I conducted debriefing sessions, informed potential participants of the purpose of my study, and used informed consent forms for my interviews and observations (Duncan & Watson, 2010). In

order to maintain *confidentiality*, the teachers were allowed to give their own name or pseudonym to express their opinion and voice in answering the interview questions, and I used pseudonyms for their schools. In writing up my thesis, I read a lot of research conducted by scholars and researchers prior to my study. A possible occurrence was that I may be inspired by their endeavours and ideas. Yet, to maintain my ethical integrity, I was sure to avoid *plagiarism*, because ‘plagiarism is theft, but of more than words’ (Booth, Colomb, Williams, Bizup & Fitzgerald, 2016, p.273), and tried my best to produce my own story through my own project. To do so, I was obliged to ensure emic/etic issues described the participants’ views and the researchers’ viewpoints on the particular school setting related to the findings (Creswell, 2007, 2015).

Further, order to maintain the *credibility* of the research, I revised and reflected my data collection and analysis procedures against the recommendations for the establishment of trustworthiness in social research by Lincoln and Guba in *Naturalistic Inquiry* (1985). I followed their guidelines because when I reflected on my data collection up to data analysis, my actions were consistent with their guidelines. First, I applied different research methods (document analysis, observation and in-depth semi-structured interviews) to collect verified results. Second, over two months of field work, I wore the same uniform as the teacher participants and spent nearly 10 working days in each participating school. Third, I spent most of my observation time in my participants’ classroom while I was both chatting and having long discussions with them to develop collegial rapport. In doing so, I kept in emic/etic issues and conflicts of interest that occurred in prolonged and persistent observation. Fourth, I kept audio records and notes made during my field work in private and transcriptions of the interviews were sent to the participants for their approval and amendment of the facts they felt uncomfortable to share. Fifth, I exposed a sketch of my research to the peers who were students from different fields in different universities and a certified lawyer to check the clarity and coherence of my academic writing and translation.

3.7 Summary

Choosing a research design suitable to investigate the answers of the study's central research questions is a crucial step in the research. This chapter the research design chosen, the rationale and justifications for my research methodology related to the research questions, how I chose the participants of the study, data collection and analysis of the research, and ethical considerations in the research. The next chapter will provide a description of the analysis of the data.

Chapter 4: Findings

The previous chapter considered the research methodology: how and why I chose my participants, research methods, and how and why I took care of the ethical considerations in my research. After accomplishing the data collection and analysis, I am now able to provide a description of what I discovered in the data (Neuman, 2011; Silverman, 2006). Therefore, the purpose of this chapter is to elaborate on the results that emerged from the data collection and analysis periods.

In this chapter, the findings of the research are described and analysed. First, the findings from my analysis of published documents, pre-observation interviews, observations and teachers' teaching practices documents, and post-observation interviews are described. Then, I elaborate on the themes identified through the analysis of the findings.

4.1 Introduction to the participants

4.1.1 Phyoe

Daw Phyoe (Daw = Ms/Mrs for naming women in Myanmar) is a primary school teacher who got her teaching diploma more than a decade ago and has been enacting new curriculum policy in Grade 1 since it was launched. She is the teacher who controls the largest numbers of students (75) among the study participants. Originally, she had 40 students in her class, then she had to cover her colleague's class, so it became 75 students. Throughout the observation and two separate interviews, I found one main reason she took on so many students were that she seemed to believe her colleague is older and does not know how to teach a child-centred approach and activities. So, she tries to maintain her collegial relationship with her senior by combining two classes and teach most of the subjects, which involved a lot of activities and energy input. I witnessed her being very tired, but she is content with her status quo.

Another reason for the large class is the infrastructure, as the school building is quite old, the roof is not waterproof and the wall dividing the classes is not soundproof. During my first day of observation, I experienced the timber supporting the roof drop onto a student's writing desk as the result of termite damage and no maintenance. The roof was not repaired until the last day of my two-month observation. I found the teacher cleaned up the dirt and there were some parents there, but no one seemed to help her. The classroom is too small for students from two classes. There was no space between the desks and rows were organised in a way that meant when students from the back row or at the back of the class wanted to be near the teacher, they had to walk along the benches. This also affected the teacher's close supervision of her students' work.

The third reason for the large class is that the school monitoring team, which is responsible for visiting and assessing the progress and records of the teacher and the school four times a year, once advised them to combine the class for the trial teaching of some lessons.

4.1.2 Htway

Compared to her colleague, this teacher has much more experience in teaching service and the total service in the current school. As she and her colleague combine their classes, she also has to control 75 students. I found her main subjects are more related to the mother tongue and lessons that are not particularly active. For the other subjects and lessons, she acts as a paraprofessional and helps the main teacher organise and monitor the students. She is passionate about her teaching, she and her colleague have a sisterhood relationship, and they collaborate a lot in their teaching and control of the large number of students. She reflects on her teaching practices and is committed to her responsibilities. She joined me in my first interview, but in the second interview decided to let her colleague do the interview and gave verbal consent that her colleague's answers could represent both of their sensemaking. She chose to control the class while we were conducting our post-observation interview in her

class, which was full of allocated students in the first quarter of the first period doing daily routines such as assembly and religious section.

4.1.3 Thida

In her 15-year teaching career, she has had a lot of experiences teaching primary students, except KG. When the education reform was launched, she started as paraprofessional in the novice year and then had to control her own KG class. The research was conducted in her third year of KG teaching and implementing the new curriculum. Her favourite subjects are poem recitation and storytelling. In her newly renovated KG class with the perky floor, new electric fans, TV and DVD machine, she mostly made students circle around her and she chose to sit among the students. At other times, she displayed cartoons or movies suitable for her students' age. Every Friday evening from the second month of the school year, if the weather was fine her children and the Grade 2 children did physical education exercises together in the school hall.

4.1.4 AyeAye

This experience teacher controls the largest class size among the three KG participants. She is the most senior teacher in the school and has been at the school for 28 years. Although she only has half a regular teaching room (the other half functions as a staff room for the teachers), she is luckier than her colleagues as they have to share three classes in one big hall with small partition walls between the classes. However, she told me that on behalf of some of the junior teachers, she always picks the students who may be very poor, disabled or naughty; meaning the students who need much love and support from the teacher. She sometimes shares her food with her students, as she knows their parents' socioeconomic situation. It is an adoring custom that she mentions herself as 'your great grandma', (*Phwar May May Gyi*) and sometimes calls her colleagues and students 'comrades' (*Ye Baw To*). She also uses artefacts quotes such as 'children are so cute' and praises in public by saying '(Student's name) is the best' and 'my daughter is very clever'.

She has a disabled student who continually disturbs her teaching by teasing and pushing other students during group work activities. She was very patient at that point and she tried to explain other students to be patient to their disabled classmate and in one case, she developed sympathy and leadership in her children. One or two children were volunteered to take care of that disabled students when he needed to use the bathroom. I found that teaching an English poem needs a kind of drill and practice and explanation of what each word means. Students are encouraged to say it repeatedly and the teacher has to notice the weak student. I found the teacher did not know how to teach and make instructions for group work and pair-work activities. Although she tried very hard, it seemed she did not know CCA and it is probably due to the large teacher–student ratio and being very busy filling out the forms. Teachers need further practice giving individual students time to think, encouraging shared think-pair activities, and motivating students to speak up in public or in front of the class.

4.1.5 Moe

The youngest and least experienced teacher in the study was Moe. She had recently finished her diploma in Education alongside the new curriculum in one of the 22 Education colleges in Myanmar. Thus, she had the advantage of being taught with the teaching approaches that were going to be used in the new curriculum. In the post-observation interview, she mentioned how she felt and noticed how her pre-service training incorporated the new curriculum in teacher education. The most significant factor hindering her enactment of new policy was her class structure. The seating arrangement was out of her hands as the school operated in two shifts. The school playground was flooded with sewage water during the rainy season as the school is located on lower ground in the satellite township in Yangon. As a result, the school playground could not be used in the rainy season. Further, the height of the desks in her class were not suitable for the Grade 1 students and left little space in the classroom for doing class activities and physical education lessons. However, due to her

teaching experiences as tutor/guide for students before she got her teaching diploma, training from Education College and her sensemaking of the curriculum, allowed her to catch up with curriculum reform. She assigned who she thought were the slow and playful students nearest her desk, and made boys and girls sit one row after the other.

4.1.6 Nwe

Daw Nwe is around 56 years old and is the most experienced in her current school, which has a powerful effect on her teaching and class control. It is observed that because she has a reputation of being a very strict teacher, and the parents of her current children are her previous students, her ex-students follow her instructions and help her a lot in her teaching (e.g., to get teaching aids). There were 20 KG students she had to control and the class has a large space enough for the children to play. Half the area of the class is covered with a rug donated by the MoE as quotas for her school. The basin is just in front of the class and the teacher makes a habit of hand washing after groups of students are ordered to go the restroom. Because the class area is covered with a rug, the students are not allowed to wear their shoes, so they have to take off their shoes in a neat and tidy way, and their lunch box baskets are put in one corner of the class. She was well-prepared for her class and in one lesson I observed, she adapted and changed her teaching approach based on her students' responses. The lesson was about 'the basic tastes' and the students were instructed to taste different powder on the small plates the teacher was holding and say aloud their thoughts about the taste they tested. In this case, although she aimed to get the words 'sweet' and 'salty' from the students, almost all her students responded to their taste testing experiment with 'sweet' and 'sour'. So, she put some lime juice on another plate and let her students test three different tastes accordingly. Then, she got her result, having not said the correct word was 'salty', but using her teaching skills to allow her students to say 'salty' by themselves. She told me that the policy of the new curriculum implied that students are motivated and trained to answer the right questions by themselves. One day, she divided the class into two

groups and made them compete in a small activity choosing the letter of the alphabet the teacher said among the alphabet cards. One person from each group had to compete with a person from another group, and whoever picked up the card faster, won. After each round, the teacher counted 2 points for the winner and 1 point for the rest. As soon as they finished their competition, the teacher counted the marks they got, calculated the sum and announced the winning group. Children were so excited and they cherished their group members throughout the competition. When the teacher finished her announcement of the winning group, the children moved closer to the board where their scores were recorded, and started to read and calculate the numbers even though they did not know how to read and write numbers larger than 10 or the concept of addition. Yet, they showed their eagerness and action towards the scores.

4.1.7 AMon

Daw AMon is an experienced primary school teacher. Yet, in terms of the new curriculum, the time she participated in the research was her novice year in her current class. She told me that she was quite old and she could remember what had been learnt in the nearest training that was Grade 2 at that time. However, she confessed that she did not attend the training for Grade 1 as she was in hospital at the time, but she had a chance to be involved in the catch-up training that she missed. She explained to me that as she graduated from geography, she could convince me as she was proficient in drawing lessons but had was no talent in music. She took advantage of the flowers in the small school garden for the observation of school environment lessons. However, it was observed that she was sticking to the curriculum guidelines and trying to enact all the allocated subjects in her class with the available resources. It was found that she used both direct instruction and indirect instruction for her classes, and she was busy preparing teaching aids while keeping her students busy with assigned tasks. Her classroom was large enough for her 22 students and the size and height of the desks and benches were suitable for the Grade 1 students. She has two large

whiteboards and a cupboard to store her teaching tools. In the first month of observation, a quarter of the classroom experienced water leaking in during heavy rain, but in the second month of observation the headmaster had managed to mend it.

Table 4.1: Teachers' attributes

Attributes	Grade 1 teachers				Kindergarten teachers		
	AMon	Moe	Phyo	Htway	Nwe	AyeAye	Thida
Qualification	BA (Geo),	BSc (Phy), AGTI, PPTT (2016)	BA (Eco), DTEd (Science)	BA (His)	BSc (Maths) Qualified	BSc (Zoo) Teaching certificates (primary and lower secondary)	BA (Myanmar)
CCA training	√	√	√	√	√	√	√
Age	50	30	33	54	56	54	45
Total teaching services	27	1	13	25	30	28	19
Total services in current school	18	1	8	25	28	28	4
Total service in current grade	1	2	2	2	3	15	3
Class size	22	44	75	75	20	54	47
School location	Downtown	Urban	Rural	Rural	Downtown	Urban	Rural
Marital status	Married	Married	Single	Single	Single	Single	Married
Pre-observation interview	√	√	√	√	√	√	√
Observation	√	√	√	√	√	√	√
Post-observation interview	√	√	√	X	√	√	√

Table 4.1 compares the summary statistics for the participant teachers. In one school, there are two teachers at each level and as illustrated in the Table (4.1) that there are four Grade 1 teachers and three KG teachers. It shows that one teacher did not left her colleague for the research. In terms of specific attributes, the following section analyses the teachers whose attributes are significant to others in each category.

Qualifications: In terms of qualifications, it was found that all teachers had finished their first degree in different areas. Although most of the experienced teachers did not mentioned their certificates for teaching, it is quite well known in Myanmar that they had to attend teaching certificate training for their teaching levels after they were recruited to fill up to some extent. Three out of seven participants had art degrees (Geography, Myanmar Language and History), and in the classroom observation it was clear that teachers with an arts background found it hard to implement the inquiry-based and activity-based new curriculum.

Age: Two of the seven participant teachers were quite young compared to other, more experienced teachers. Of these two teachers, one teacher had 13 years' formal teaching experience and the other teacher had been in-service for one year, although she had been a guide or tutor in her spare time. These formal and informal teaching experiences appeared to support their adaptation and enactment of the new curriculum. Next, the three teachers resembling to their retired age (60 years age) are still primary teachers to be exact two of them are KG teachers and found that they are loyal and powerful in their current schools. They love young kids and they have their own reason that as they found KG teachers themselves very important and very first step teachers of the education. Therefore, although they are in over 50 years old, they still stay in the same school and same grade. another reason may be their home are quite near to the schools but exceptional case goes to Daw AyeAye as she lives in down-town area and she has been teaching in the same school since her first position was designated.

Teaching experiences: Experienced teachers in the research stayed in their current school for a period near their total teaching service, which could be because their current school was convenient to get to, with the exception of one teacher, Daw AyeAye. She lived in the downtown area but she decided to stay in her current school since her first appointment and she was well known in her school and school community. In addition, she chose to teach

the KG for 15 years and the successive principals in her school allowed this choice. In terms of class size, among KG teachers, it was significant that Daw AyeAye had the largest class size and Daw Nwe had the smallest class size, which she was able to manage well compared to other KG teachers.

4.2 Document analysis

4.2.1 Public documents

In search of the major policy argument that the Myanmar government stood for their policy movement, I found that although CESR reports published in 2012 discussed the drawbacks of the previous curriculum, the current curriculum framework was first depicted in the National Education Strategic Plan 2016–2021 (NESP 2016–2021). In her introductory message for the NESP document, the State Counsellor, Daw Aung San Suu Kyi, mentioned the importance of pursuing quality education to meet the needs of 21st century skills for Myanmar, and the main policy message—21st century skills and learners—has been described throughout the chapter related to the curriculum reform. She states:

Quality, equitable and relevant education is essential if we are to provide our children with new knowledge and competencies, creativity and critical thinking skills and cultural and ethical values that will enable them to excel in their chosen careers and contribute to Myanmar's socioeconomic development in the 21st century. (NESP Summary, 2016, p. 4)

Apart from this, it was found that basic education curriculum reform was one of the nine transformational shifts in the NESP and it was concerned with the skills set needed to meet the demands of the 21st century on Myanmar. The NESP goal related to the basic education curriculum states: 'All school children develop knowledge, skills, attitudes and competencies that are relevant to their lives and to the socioeconomic development needs of 21st century Myanmar' (NESP Summary, 2016, p. 25).

Further, the NESP confirmed that tracking for 21st century skills remains a major challenge for the basic education curriculum, described as ‘[r]edesigning the basic education curriculum in line with the new KG+12 structure with a focus on 21st century skills’ (NESP Summary, 2016, p. 17).

In addition, as I planned to study the curriculum policy enactment of teachers, I tried to explore the main messages policy developers explicitly mentioned, as in the above citation. I found 14 phrases in the chapter on curriculum, five phrases in summary chapter to the curriculum and two phrases on the CREATE website <https://createmm.org/mm> that included ‘21st century skills’ (NESP, 2016; NESP Summary, 2016; CREATE, 2018) (see Figure 4.1).

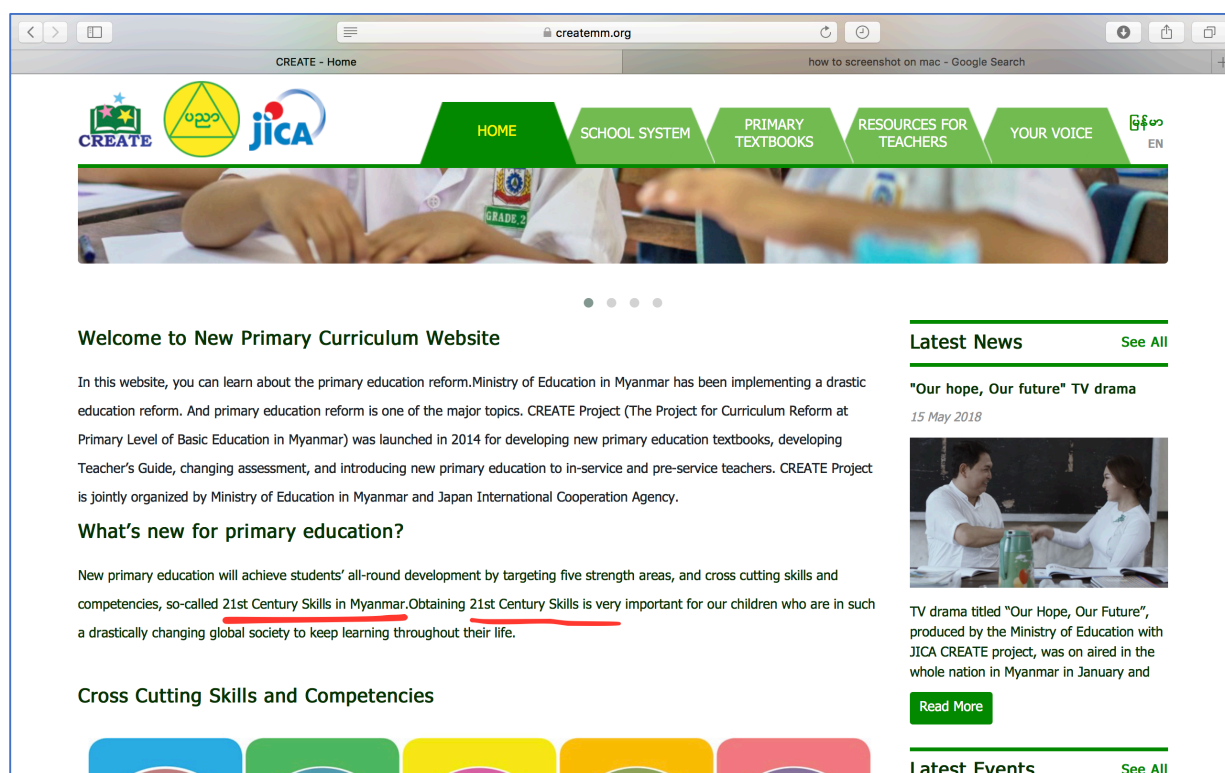


Figure 4.1: Webpage of CREATE project (Source: <https://createmm.org/mm>)

The 12 ‘guiding policies’ laid down by the Government in developing new curriculum are:

- 1) Nurturing for all-round development
- 2) Training to be a good citizen
- 3) Developing 21st century skills

- 4) To accomplish what should be achieved after they finished their basic education level
- 5) Preparing for higher education
- 6) Balancing between arts and science areas
- 7) Conserving and valuing the national culture, characters and customs
- 8) Choosing the medium of instruction depending on the students' language needs
- 9) Using texts written in ethnic dialects and using aboriginal language as the medium of instructions in the specific area
- 10) Preparing for individual development in Myanmar's society
- 11) Exchanging services among parents, school, community and society
- 12) Developing peaceful live together concept in the society (authors' translation).

In sum, in my analysis of publicly available documents I found that equipping 21st century skills, especially creativity and critical thinking skills, and all-round development were common themes in the new curriculum policy.

4.2.2 Private documents

The private documents of teachers included teacher diaries and notes of lessons for Grade 1 teachers, and originally published teachers' guide for KG teachers (except from AyeAye who allowed me to read her personal teaching notes). It was found that curriculum developers from the Ministry level had already given a very specific and detailed teachers' guide with steps for the teachers to follow in their teaching. As a result, KG teachers do not need to write the notes on lessons they used to submit to the principal weekly to monitor their teaching. However, Grade 1 teachers were responsible for writing notes of lessons in every subject they were assigned to teach in one note book.

In the analysis of teachers' documents, I found that Grade 1 teachers wrote descriptive notes about how they plan their teaching week and they did not teach beyond the guidelines in the teachers' guide. As KG teachers are given a teacher's guide and they did not

need to write lesson plan by themselves, student assessment portfolios and teaching aids were their only concerns when preparing their documents.

4.2.3 Summary of findings

For document analysis, I found that the public documents' intentions and the documents teachers prepared in their daily lessons were connected to some extent, in terms of student assessment portfolios where teachers have to rate students' performances based on what they did and created in the classroom. However, there was little difference in the findings on individual teachers as they followed the guidelines delivered to them by the government.

4.3 Pre-observation interview transcripts analysis

In pre-observation interview transcripts analysis, which I named as Level 1 analysis, I developed two things. First, I analysed how teachers rate themselves in their sensemaking and enactment to the new policy (see Table 4.1) and found four out of seven teachers rated themselves in range 5, which means they are in the middle in their sensemaking to the new policy. Two teachers rated themselves above range 5, which means they are mostly satisfied their understanding to the new policy. One teacher rated herself below range 5, which means she is still not satisfied in her in sensemaking of the new policy; although, somewhat surprisingly, she rated herself above 5 in policy enactment. Most teachers (five out of seven) rated themselves above 5 and some above 7, which means they enact policy whether they satisfied their understanding of the new policy or not. Only two teachers rated in the same range for sensemaking and enactment, and I found that of these two teachers, one is very new to her current class and one had to control mixed abilities students in a tight classroom. In terms of problem-solving in the new curriculum, most teacher did not answer. Only three teachers answered and those answers were above 6, which means they are satisfied in their problem-solving.

Table 4.2: Comparison of teachers' rating on their sensemaking, enactment and problem-solving level for challenges faced

	Sensemaking	Enactment	Problem-solving
AMon	5	5	-
Moe	5	7	7.5
Phyo	7	7	7
Htway	7.8	8	-
Nwe	3-4	7-8	-
AyeAye	5	5	-
Thida	5	10	10

Range – least satisfied (1) to most satisfied (10)

Second, I analysed interview transcripts and found that 43 codes under 10 categories, as outlined in Table 3.1 in the previous chapter.

4.4 Classroom observations

In the first-round interviews, teachers rated their sensemaking and enactment, and problem-solving in their classroom from least satisfied to most satisfied, as shown in Table 4.2. I asked them to self-rate their curriculum implementation as I wanted to check these in later observations. After first-round interview and permission from the participants for an observation roster, I visited the schools and observed their classrooms from the classroom corners. I observed details of the classroom and teaching activities teachers did with their students, based on my observation criteria that teachers were supposed to enact what the policy designers intended for 21st century Myanmar. Observation took place across two rounds for each school, and in the round between June and July 2018, I spent a week at each school. I observed how they made sense of the new curriculum before, during and after their policy enactment and I frequently chatted with teachers if they had time, to encourage the rapport between the researcher and participants. Teachers explained how they handled their implementation issues and some of them demonstrated their enactment of the new policy messages; however, but they did not realise and/or were not familiar with the phrase '21st

century skills'. I recorded their classroom enactment that matched my observation criteria, and the results are shown in Table 4.3.

Table 4.3: Tally of teachers' demonstrations to encourage 21st century skills in their students

21 st century skills (Trilling & Fadel, 2009)	Grade 1 teachers				Kindergarten teachers		
	AMon	Moe	Phyo	Htway	Nwe	AyeAye	Thida
Critical thinking	7	10	7	3	20	11	3
Problem-solving	14	NA	10	4	15	9	5
Communication	10	7	6	4	26	8	5
Collaboration	14	7	6	4	18	15	5
Creativity	4	NA	3	3	7	5	1
Innovation	4	NA	3	1	10	5	1

In general, among participants, Nwe demonstrated the intended skills set most of the time and Htway exhibited least (see Table 4.3). In terms of each item, Nwe showed the most in all skills, and Htway and Thida showed relatively least in all skills, except in creativity where Thida showed the least. Moe should be excluded in a comparison of all the skills among participants because she was not allocated to teach mathematics and arts subjects, which have a lot of activities related to problem-solving, creativity and innovation. What stands out in the results is the teachers showed the least times related to creativity skills and all the participants provided more activities to encourage collaborative skills during the observation period.

In matching teachers' profiles to their enactment of skill sets in the new policy, it was found that participants whose qualifications relate to science subjects did more activities for 21st century skills than the teachers with arts qualifications. One exception was related to the class size; for example, although Phyo had a science background, she could not demonstrate as well as other teachers with science qualification as she had to control a larger class than the others. One significant finding of this research is that the age of teachers does not affect

their demonstration of 21st century skills, although the new policy involves many activities that need a lot of energy and physical skill.

The frequency that teachers demonstrated evoking 21st century skills depended on the subjects they taught at that time. For example, Moe did not enact a lot of problem-solving, creativity and innovation in the classroom observation, as she did not teach mathematics and arts subjects. Her enactment was more on literacy, science and moral lessons, as she and her colleagues rotated their teaching for four separate classes in their Grade 1 level. Most of the teachers noticed whether their students were engaged in the learning activities and their teaching, and at such times they adjusted their teaching approach. This was apparent with the urban KG teacher who had to control 54 students in her small classroom.

4.5 Post-observation interview

In the post-observation interview transcripts analysis (Level 3 analysis) where I constantly analysed the codes found in second interview with the results found in Level 2 analysis, I had to deal with 73 codes under six categories. By doing iterative, concept and process coding, I ultimately found three main themes at the end of the post-observation interview analysis, which are explained in the following section.

4.6 Overall findings from thematic analysis

After analysing the data collected into three levels, *three main themes* were discovered to answer my research questions. They are:

- 1) Teacher's competence, confidence and commitment to make sense of the desired policy enactment are the most important of all factors.
- 2) Organisational support from the headmasters, colleagues and parents are crucial to their policy enactment in their classroom.
- 3) Teachers' sensemaking styles differ according to their beliefs and values related to their students and their job.

The first theme relates to how the teachers' opinion about their previous and vicarious experiences drove whether they were competent in the new policy and new curriculum, their confidence in policy enactment in their classroom, and their motives for making sense of the new policy. It is a kind of cyclic process, as when teachers do have motives or commitments to overcome an undesirable situation for a desirable one, they try to make sense of their work, which in turn promotes teachers' confidence and they become competent teachers in their new curriculum policy enactment. The second theme proves the undeniable factor of school as a social organisation, especially for teachers—who themselves are change agents—to communicate to each other and get support from those with whom they work. Financial, technical, professional, social, emotional and many more supports need to meet for successful policy enactment, especially throughout the reform processes. Last, but not the least, is the theme I found in the data linked to sentimental factors, which is related to who you are and what you believe and value in your life. If the teachers believe their profession is noble and they are in the schools as a curator of their students, they try to make sense and transmit as best they can with their available resources, and even they create their own resources to get the best out of their students.

4.6.1 Teacher's perceptions of their achievement

A common view found among teachers was concern about their competence and confidence enacting the new curriculum. Similarly, some teachers showed their commitment in implementing new curriculum according to the policy guidelines. Therefore, in general it can be noted that teachers' perception of their competence, confident and commitment were the most important factors in their sensemaking and policy enactment.

Thida, an interviewee who did not demonstrate much of the 21st century skills the intended policy in her classroom (see Table 4.3), reported her commitment and competence in her post-observation interview (PoI) that, '*the truth is teacher need to read and learn to get general knowledge*'. In addition, she argued '*the truth is teacher must have broad knowledge*'.

to share with students and to answer students' questions. As my students don't ask questions, I don't need to revise and learn things.' But she confessed that, *'so many difficulties, I couldn't do the things that I should'*.

Discussing issues of competency and confidence, another interviewee said:

Music is my weakest and least skilful subject, that is such a stressful and burdensome situation for me to make sense to that subject and I am very concern for that subject time. As the teacher is not interest and expert in such subject, it is too hard to make student engagement and arouse their interest in the subject. (AMon, PoI)

Another participant alluded to the notion of confidence and commitment in her statement that, *'teacher must know the main message of the curriculum policy and here for KG main message are speaking skill, vocabulary and usage, manner training, investigation of the environment and sharing knowledge to fellow classmates'* (Nwe, PoI). Figure 4.2 shows Nwe's belief and confidence in her sensemaking and teaching and her students' achievement.

		2016-17 AY	2017-18 AY	2018-19 AY	2019-20 AY
Sensemaking rating	Teacher	2	4	5	At least 9
	Students (KG)	3-4	6	7-8	At least 10

- Urban KG teacher beliefs about her and her students sensemaking levels for new curriculum policy
- AY = academic year

Figure 4.2: Nwe's beliefs about her and her students' sensemaking levels

However, in one case, the participant thought they were not qualified enough to draw their own curriculum and mentioned that, *'policy makers are experts and they have international experiences. I can't write or design the curriculum, I only know how to implement it but I can give the curriculum draft based on my experiences.'* (Nwe, PoI). Surprisingly, this belief was common among most of the participants. Further, the perception related to their competence affected their enactment on the local curriculum in Grade 1, since

they did not expect themselves to develop their own curriculum according to their local needs.

Figure 4.3 is the diagram Nwe used to explain to me her understanding of the curriculum developing process.

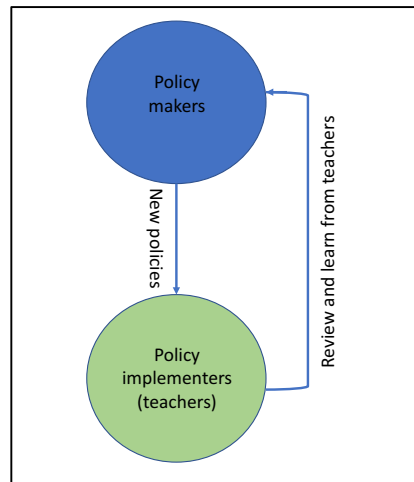


Figure 4.3: Nwe's thinking about the curriculum policy developing process

4.6.2 Organisational and social support

Another recurrent theme in the interview transcripts and observation notes was organisational and social support towards teachers. Most teachers expressed similar ideas in their interview responses, and in Myanmar, the politically dominant concept that 'parent–teacher–students' collaboration lead to student's academic success' is popular among teachers. One informant who was the only KG teacher in her whole school, imagined the difference between successful and unsuccessful policy enactment relied upon the collaboration and social support from the parents. I drew the diagram that she explained as a cause–effect process description (see Figure 4.4):

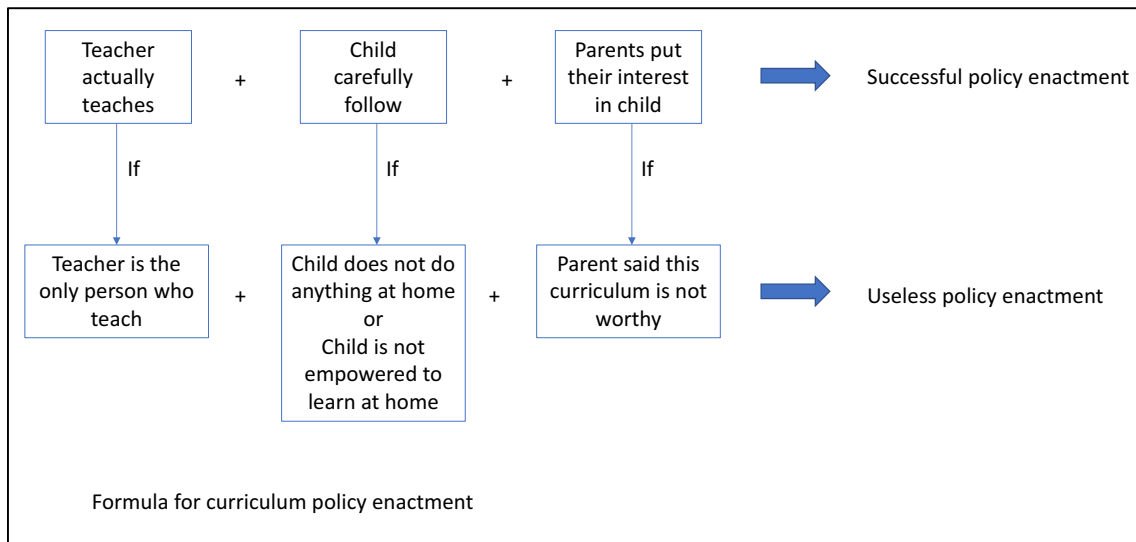


Figure 4.4: Nwe’s idea about successful curriculum policy enactment

One of the problems in mathematics teaching across the Grade 1 level is the instructions are written in fully standard Myanmar writing styles even though students at a Grade 1 level are still learning how to read and write basic vocabularies. In that case, the participant teachers have different beliefs and styles. The urban Grade 1 teacher just read the high tone written instructions and let her students solve the problems using cards and/or teaching aids and fill the gap/blanks with the answers they get from those activities. The rural Grade 1 teacher told the researcher that she used to read the instructions of these mathematical problems, but with the consultation of her senior colleague she changed her style and thinks it is better. For example, she said:

Letting the students write the instructions is better for preparing them for the future than listening to what the teacher has read for them. At first, I used to read out for them, but my senior sister advised me that I should demonstrate my writing on the board and let my students imitate me although they don’t conceptualise how these words mean. But this repetition and drill of the instructions which are the same throughout the lessons make them familiar and ready for the difficult writing. I didn’t know it before, but I know it now because my sister guides me. (Phyo, PoI)

<p>Researcher: How do you do group work in your classes?</p> <p>AyeAye: Sure, it is very important to have and we need to nurture our students from this young age. For Burmese people, they are poor at listening skills and disrupt while others are speaking; they make themselves as solo hero and rarely collaborate with others. But for Japanese people, they use good team work and collaboration to succeed their works. I really train my students to develop good habits of collaboration and discipline as these are described in the new curriculum: social and moral development.</p> <p>Moe: we have to try very hard for that habits</p> <p>AyeAye: exactly, we have to, have to</p> <p>Moe: children rarely listen to what the instructions mean and say whatever they like, not as group representative. Yes, it is.</p> <p>AyeAye: we, teachers are the basics3]</p> <p>Moe: Hmmm... I have to try very very hard to engage my students this year too</p> <p>AyeAye: dear, yes, we have to try and please make it happens</p> <p>Moe: sure</p> <p>AyeAye: we, KG teachers must make it happens, in this way, children have this habit</p> <p>Moe: it would be continuous, that is why is this system, inn...</p> <p>AyeAye: so, our children conceptualize like, "Aww... we are responsible to collaborate each other"</p> <p>Moe: thinking about their responsibilities</p> <p>AyeAye: take turn to others</p> <p>Moe: listen to what their classmates say</p> <p>AyeAye: listen respectfully to what others say</p> <p>Moe: some children are poor at listening skills</p> <p>AyeAye: it depends on their parents</p> <p>Moe: exactly, what I want to say</p> <p>AyeAye: their parents are poor at listening skills and it influence on their children</p>	<p>Microsoft Office User Teachers knew the influence of Japanese curriculum experts in the curriculum. they understood the needs of change in education system, so as soon as the cur change, they first find the model what they want their children in the future and they showed their eagerness in their conversation.</p> <p>Microsoft Office User In this short conversation, it was found that most of the topics that my participants discussed were first students/children, their teaching approaches, the messages of new system/policy</p> <p>Microsoft Office User This shows that teachers themselves conceptualized how collaboration works and they were able to show they supported each other and adjusted each other</p>
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Figure 4.5: Excerpt from Urban teachers' post-observation interview

Figure 4.5 is an excerpt from the post-observation interview conversation of urban teachers showing what is collaboration, the current needs of the people in the country, their role in the curriculum and how parents influence their enactment.

During my observation periods, I found that Nwe and AMon demonstrated a collegial relationship and sisterhood in solving conflict between teacher groups. They had an intimate relationship with each other, went on many trips together, discussed their family members and household things, knew each other's strengths and limitations, and together they dealt with whoever attacked one of them. On reflection, I have experienced rivalry among teachers at all levels throughout my life, based on popularity among students and better relationships

with principals, and this is the case for these teachers (Observation notes, Nwe and AMon, 12/06/2018).

4.6.3 Beliefs and values for their students and their jobs

The third common theme I in analysis of the data was that teachers' sensemaking styles are different based on their beliefs and values towards their students and their jobs. One teacher socialised with others and asked for help if she realised she could not handle the subject. She felt stress and commented that, *'I ask others who know better than me in the music to make sense of the subject I afraid and if I realise the things are right, I feel happy because I am always concern and worry about whether my teaching leads my students in the wrong direction'* (AMon, PoI).

One interesting finding was that one participant mentioned how their personal life related to the job they were devoted to and it was, *'at last, teachers are very tired and as I told you before, we can endure this because we are single. I believe married teachers could not because they have their husbands and children that they have to take care and it is too much pressure and this teaching job is good for you if you are happy to deal with that pressure'* (Phyo, PoI).

Thida degraded KG into day care, as she found there were not many things to teach compared to the way she used to teach her class; therefore, her expression was, *'there is no longer exam for KG and notes of lessons that used to write, I feel free and less pressure. KG is a kind of day care.'* But a counter response was made by Nwe and her belief about KG students was *'since there is no exam, I have more time for my students'*.

Compared to Moe, who was nearly the same age, Phyo was much more experienced in in-service teaching; yet, possibly because she had to control a large class with another colleague, she found it was quite a big responsibility for her and she did not dare test the new approach too much. In the observation period, I found she was always busy and obligated to

the subjects that contain a lot of activities to compensate for her colleague who was quite old. She mentioned her dilemma between new ideas and her concerns for failure:

As I have to teach the very new curriculum, I am concern about doing mistake and unique from others. As a young teacher, I would like to do whatever I can but I consult with my senior, my friends via messenger and take count my students' IQ and their conceptual level. (Phyo, Pre-oI)

4.7 Summary

To explore my main research question about how teachers make sense in enacting new policy in their classrooms, the following four subsequent research questions were developed through the review of related literature and research:

- 1) What factors are influencing teachers' policy enactment process in their school?
- 2) What do teachers do to make sense of new policy?
- 3) What does new policy mean to them?
- 4) How do they interact the policy messages in their classroom?

This chapter has detailed the findings in my data analysis. First, I elaborated on the document analysis that I made as a supplement for my field work. This was followed by the teacher participants' features and profiles. The themes found in my research were match with their respective excerpts. Finally, the chapter concluded with the findings from classroom observations that related to how teachers demonstrated the provocation of 21st century skills in their classrooms. The next chapter discusses the research findings in relation to the literature.

Chapter 5: Discussion

Grounded in the theoretical framework for this study is that teachers make sense across the zone of enactment that exist within themselves and the social, political and professional sectors in the recontextualisation process of new policy discourse. This research explores teacher sensemaking in the curriculum policy enactment in Myanmar with four specific research questions. Three KG and four Grade 1 teachers (a total of seven teachers) were interviewed and observed to explore their adoption of the new curriculum policy. Through thematic analysis of transcripts from the interviews and classroom observation notes, I now address the research sub-questions in relation to the literature.

5.1 Overall findings

In general, I found three themes related to how teachers make sense to enact new curriculum policy in their classrooms, which are related to the factors teachers perceive about their jobs, their students, and their achievements and supporting factors towards teachers (see Figure 5.1). Apart from these themes, I found that teachers rated their sensemaking of the policy lower than their policy enactment in their classroom in my analysis of pre-observation interview transcripts. My classroom observation analysis confirmed this finding, in which teachers could not demonstrate well, or frequently, the main policy message of 21st century skills in their classroom. However, I found the participants were committed to their profession and eager to make the reforms work in their classrooms. Therefore, my study confirms that in the policy discourse, the final policy broker teachers enact the new changes with the best available resources within themselves, but they also need to communicate with the 6 Ps (policy, public, private, professional, pupil and personal resources) as initially discussed in the works of Bernstein (1995) and Spillane (1999).

What is quite different to Weick's idea on sensemaking, is participants did not show all the characteristics of sensemaking and most of them exhibited quite strict adherence to the

guidelines rather than plausible movements. This may be due to the teachers being used to following directions and not having much chance to show their creativity and flexibility in their classroom situations. It can also imply that teachers' perception of their achievements are not used to encourage them, and they need organisational and social support to help boost their 'will' to make changes and solve the issues that inhibit courage to make mistakes when trying their best to make constructive changes.

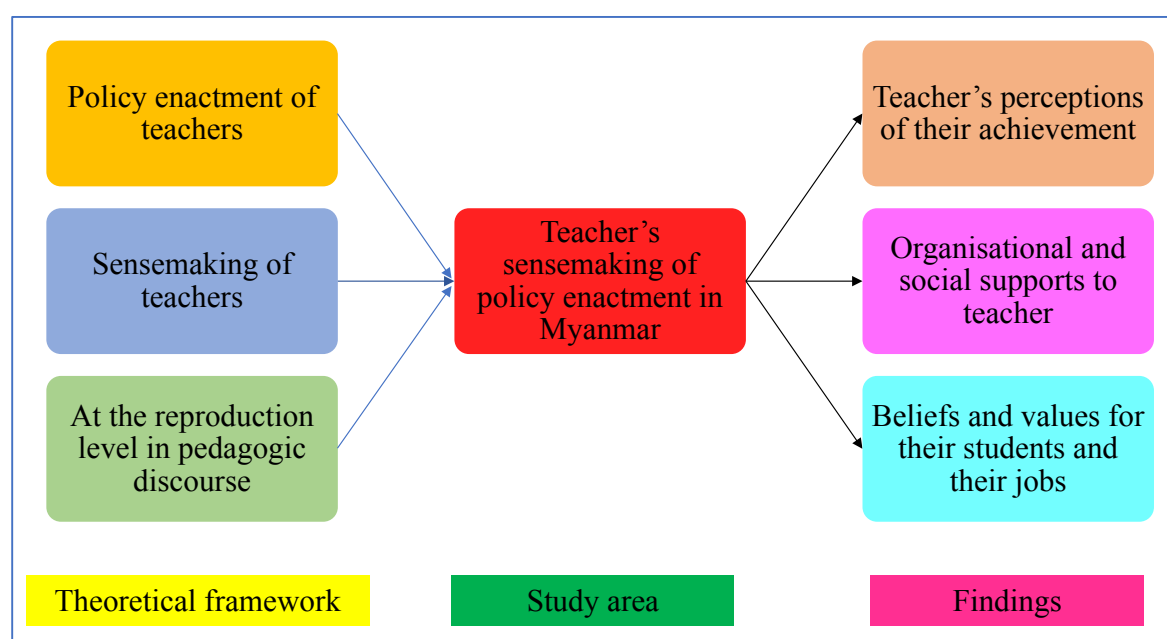


Figure 5.1: Factors influencing teachers sensemaking of policy enactment in their classrooms

5.2 What factors are influencing teachers' policy enactment process in their school?

The first question in this research sought to find the factors that influence teachers' policy enactment process in their schools. Among the 12 categories identified in the research, how teachers perceived themselves as life-long learners was the most significant factor for teachers' sensemaking in Myanmar, followed by their concern for student engagement as the second most powerful factor on their enactment. Next were government policies and guidelines for the new curriculum and human resources development, as time taking processes were in the same rank as that mentioned by teachers in the thematic analysis of contributing factors for teachers' policy enactment. These results imply that when teachers

are met with large-scale reform for the very first time throughout their experience as a student or as teacher, instead of resisting the reform, they tried to make sense of it. For them to experience this very new learner-centred, inquiry-based and activity-based teaching-learning process as up to date and perceive they tried to learn more, meant they believe in 'teachers as life-long learners'. A possible explanation for this might be teachers' belief in the degree of congruence of the policy to the needs of their classroom and their students (Coburn, 2004), to make changes in their curriculum and their reflective thinking, and lead their sensemaking for the new curriculum policy.

As noted in the literature review, positions of reform, whether they are related to the top level or the classroom level, influence teachers' sensemaking in the school (Braun, Maguire, & Ball, 2010). In the current research, participant teachers perceived that teachers at the grassroots level were the main people responsible for making reform happen, so this belief can support teachers' commitment in making sense of the new curriculum policy. While teachers tried to make sense of the new curriculum, they also tried to make sense of their pupils' learning and engagement in their teaching. Teachers not only compared their teaching approaches between the old and new systems, but also the learning styles of their students in both systems. While participating in my research, they reflected on their enactment, and all teachers mentioned in the post-observation interview how they planned to try harder in the future. At that time, they had already managed their students in the second month of the academic year, and the only thing left was to change the mindset of parents who believed in the old teaching approach and homework culture, especially in KG. This suggests teachers have to communicate and learn about parents, the school community and the public to get support for their enactment.

Notably, prior studies have identified the importance of teachers' resistance to the top-down policies (Li, 2017; Tan, 2017). However, the current research observed that to some extent, teachers in Myanmar tried to make sense of and follow the instructions set by

what top level policy makers. In the recontextualisation part of policy discourse, teachers followed what was presented by the trainers in the upgrading workshop, which was mandatory to attend in their summer vacation. In addition, they adhered to the teacher's guide book and guidelines contained in that book, even though some parts confused their practice. There are several possible explanations for this result. It may be the teachers' beliefs that they had to follow what was instructed in the centralised education system, or perhaps they were eager to implement curriculum changes in their classroom as they believed and experienced that their education system was quite out of date for their children. Moreover, this result may be explained by the fact that in the field of reproduction of discourse, the final policy brokers decode the meaning of the dominant messages of the discourse by following their instructional rules and regulations or daily teaching practice within the framework of the discourse laid down by policy makers (Bernstein, 1990).

It was observed that the sensemaking of the teachers was also influenced by the teachers' personalities (Kirk & MacDonald, 2010) and achievement perception. Here I compare KG teachers (Moe, Nwe and Thida) who made sense and enacted the curriculum, which was more activity-based, inquiry-based and preparatory as a bridging grade than that of Grade1. First, although Moe thought she was old and had to control a large teacher–student ratio, she was very active implementing group activities and inquiry-based learning and play-based learning activities within a limited space. She communicated with parents to get the necessary teaching aids for her class and shared her daily experiences with her colleagues. If the socioeconomic status of students are considered to be the same in both schools, and if their attempts to make sense were observed as similar, because Nwe had to control the numbers of students she was able to handle, which was prescribed in the new policy, policy enactment was better, and more effective and efficient, not only for Nwe herself but also for her students, as they implemented a new plan with the same grade and time frame. Therefore, compared to Nwe, who was quite contemporary for Moe, it was

significant that teacher–student ratios, facilities, and support from the school and parents matter in the same grade. It was found that Thida did not articulate as many activities as the previous two senior teachers, as she preferred poem recitation and storytelling methods. During the activity time, she preferred drawing and colouring activities, and students were allowed to draw whatever they liked. As her perception about her teaching achievement was entirely different from the other two teachers, her attempts to make sense of the new curriculum policy and enactment styles were distinct from others. What made them different can be inferred as ‘will’, which motivates teachers to change their usual ways of doing things to the more challenging tasks the reforms urged them to do, and to come out of their comfort zone to pay attention to details in their daily teaching routine to make change happen (Spillane, 1999).

5.2.1 Recontextualisation rules and zone of enactment

Apart from teachers’ personalities and the intensity of reform, this study found further factors influencing teacher sensemaking are the rules and regulations of the specific policy. As Mills (2003, p. 57) notes, ‘[w]ithin an organization, the individual’s ability to make sense will rely to a large extent on certain rules, routines, symbols, and language’. It is clear to teachers in Myanmar, which is heavily influenced by the centralised education system, that they follow the policy and guidelines set out by policy makers in the new curriculum. This can imply two things: teachers follow policy framework, which can kill the creativity that teachers should develop; or they want to promote the new curriculum, which was designed to develop creativity, as it is one of the 21st century skills policy makers intended to promote. One teacher said:

We have to follow the content and teaching approach described in the teachers' guide. In the training workshop, the trainers told that if we wanted to teach new out of the guidelines, we had to write our own lesson plan for that. So, I'd just follow what they instructed.

Further, as teachers' sensemaking grows, they start to connect their personal resources to the other sectors in their zone of enactment (Spillane, 1999), to negotiate with others making sense of the same reform. They follow their superiors' commands to implement new, large-scale curriculum reform. Therefore, this research confirms Spillane's (1999) 'zone of enactment', where teachers make sense of the policy laid down by reformers. In that space, teachers' resources, such as the ability, will and preliminary experiences, *interact* with the opportunities and challenges occurring in their political, professional, public and private surroundings, as well as the impact of their new practices on their students.

5.3 What do teachers do to make sense to new policy?

For the second research question, my discussion is based on the seven characteristics of sensemaking initiated by Weick in 1995. The literature review points out the sensemaking of people in a new or ambiguous situation: 'Once people begin to act (enactment), they generate tangible outcomes (cues) in some context (social), and this helps them discover (retrospect) what is occurring (ongoing), what needs to be explained (plausibility), what should be done next (identity enhancement)' (Weick, 1995, p. 55). The current study found some characteristics of sensemaking were more prominent than others.

Identity building: The current study found the most important thing teachers did to make sense in an ambiguous situation was to find and maintain their identity, making them comfortable in their teachers status. The new curriculum challenged their ability as an effective teacher for their children. In the post-observation interview, Moe, Phyo and Htway, who were responsible for controlling large numbers of students, pointed out that they were concerned not only for their students, but also for themselves, as they discussed their identities as the best teachers for their students while controlling large numbers of students in a very tight classroom. Moe said, *'last year experiences help me to prevent from repeating the same problem. But how to engage students who haven't fully learnt yet is my main concern about myself and to them'* (Moe, PoI). Therefore, this study confirms that

sensemaking was initiated in identity construction (Weick, 1995, 2001). These results are consistent with Erez and Earley (1993, p. 28), who identified the basic urges for identity construction as:

1) the need for self-enhancement, as reflected in seeking and maintaining a positive cognitive and affective state about the self; 2) the self-efficacy motive, which is the desire to perceive oneself as competent and efficacious; and 3) the need for self-consistency, which is the desire to sense and experience coherence and continuity.

Retrospection: When the changes occur in the surroundings, there could be two different phenomena that people sometimes confuse: the meanings of the codes they have to enact could be too many or too few, ambiguity or uncertainty, confusion or ignorance. The problems that sensemakers try to solve are those that give them too many meanings, which leads to ambiguity and confusion. People make sense of a question based on their values, priorities and preferences (Mills, 2003; Weick, 1995). In this research, the first thing teachers realise themselves in making sense of the confusion that came along with the curriculum reform is self-reflection. They looked back at what they had learnt as students in their schooling years. They found there was no experiences like this new teaching tactic—the learner-centred approach—and the very new things about activity-based and inquiry-based curriculum. Once they found their beliefs about learner-centred teaching matched their teaching values, which were based on all-round development of students and the teacher as the best role model for their students, they changed their ways of teaching and assessing students' achievement. Therefore, retrospection is an important part of teachers making sense of the new policy in Myanmar.

Enactive in sensible environments: In this study, teachers tailored their enactment based on their students' engagement and attention to their teaching. Weick (1995) pointed out that sensemaking would be a kind of socialisation process, because as people first experience the reform or new situation, they learn and interpret what has happened around them. Based

on the reaction from the environment, which could be social or organisational parts, people start to develop their own culture related to the reforms. Weick (1990, pp. 34, 35) describes how ‘people create their environments as those environments create them’, while also pointing out that ‘people create and find what they expect to find’. This study has been able to demonstrate that teachers started to develop their culture based on the reaction of their students and their students’ parents. At this point, it also shows that of the beliefs and values teachers hold about their job and their students, most teachers were very active and sensible in the environment, although a few pointed out that their attempts would result in nothing if the student forgot what they had been taught. How we control or monitor teachers’ enactment in a sensible environment should be further elaborated or undertaken by an active third party, such as deans, principals or township investigators to ensure positive enactment.

Social beings: As Blumer (as cited in Weick, 1995, p. 40) once said, ‘[s]ensemaking is never solitary because what a person does internally is contingent on others. Even monologues and one-way communications presume an audience. And the monologue changes as the audience changes’. The current research found that social process in sensemaking did not happen with particular teachers who had vast experience handling students of certain ages, background knowledge of new teaching approaches in the policy reform, were experts in their current subjects, and believed in their abilities and skills. Although they seemed to be part of the social group, it was not involved with them learning about the new policy. Therefore, the current research argues that there are limitations in labelling sensemakers as social beings (März & Kelchtermans, 2012; Weick, 1995). Yet, it is congruent with Spillane’s ideas about personal resources in enactment and Mills’ notions of limitations in sensemaking, as although the properties of sensemaking are reliant on each other, the prominence of certain features can vary depending on the context in which they are developed (Mills, 2003).

However, it was also found that the opportunity to be social beings or not depends on the positionality and division of labour within the school organisation. The results observed that for teachers who had a teaching team for specific classes or level, the situation provided teachers' socialising in their schools with regards to their teaching content or approaches, and they communicated and collaborated on these things. Therefore, this study points out that there can be two types of sensemaking—personal sensemaking and collective sensemaking—based on positions teachers participate in and enact in their schools.

Ongoing process: Based on the results from the study, it can be generalised to a certain extent that some teachers continuously try to make sense until they experience satisfaction with their teaching, based on reflective thinking and students' engagement in their teaching-learning process. It can imply that teachers did not want an 'interruption of expectations' (Weick, 1995, p.46) about their identity, and their beliefs as teachers should be as experts in teaching their subjects and the best classroom management. One thing to consider at this level is who is the locus of control in their teaching and performance.

Attentiveness to the cues: In the current research, teachers who made sense of the new curriculum policy found out what they thought of cues or main messages from the policy. Once they knew it, they stuck to those cues and delivered their enactment in their classroom. Teachers explained that designing curriculum was not their expertise; rather, theirs was enacting and following the policy guidelines laid down by their superiors. In this sense, it is found that the policy sector in the enactment zone has been influencing teachers' sensemaking in Myanmar, as teachers are attentive to the symbols or messages given to them by the policymakers, although this did not happen to every teacher. It can depend on their realisation of the message of the curriculum, and this realisation of policy message also alters based on the teacher's individual attentiveness level towards the new curriculum and their teaching experiences.

Driving force of plausibility rather than accuracy: Based on the results of the current study, it can be said that the flexibility and adaptability of teachers differed as a result of their levels of interpretation of the new curriculum and the responses from their sensible environment. It can suppose that plausibility of teachers was on their teaching approaches and activities that engaged their students.

5.4 What does new policy mean to them?

The themes that emerged in the data analysis as the answers to the meanings of policy for the teachers were related to teachers' reflective beliefs about the numerous unsuccessful policy changes throughout their teaching services. However, with a small sample size, caution must be taken not to generalise the overall meanings of policy by the teachers. The teachers' first impression of the new policy was quite different from what they believed and enacted in the observation time, and they meant it. They mentioned the resources available the very first time they encountered the policy; their teaching experiences in a different, blind sense of policy testing; their background knowledge about the learner-centred approach; the available materials in their schools; their expectation about their children's intellectual levels and entry behaviours—all of which made them believe large-scale curriculum policy reform was impossible. Therefore, this study found that the teachers in Myanmar perceived policies set by their superiors as mandatory for them and enact with the least complements. Regarding teachers' responses to mandatory reforms, this study's finding is consistent with Lane (2015), who showed that, in the crowded educational reforms, if teachers perceived reforms as mandatory, then they mostly stuck to the policy documents and guidelines set by the policy makers.

The teachers also claimed it was not the right time to adopt what they knew was a Japanese curriculum in Myanmar context, which looked quite hard for them to achieve the far-reaching objectives of the curriculum developers. Surprisingly, it was found that teachers tried very hard to enact what they previously considered an impossible policy and most

teachers were interested in their enactment. This outcome is contrary to other researchers' findings in the context of teachers' resistance to policy messages if they felt they were not applicable to their local environment (Braun et al., 2010; Maguire, Braun & Ball, 2015; Kirk & MacDonald, 2010; Li, 2017; Saito, Atencio, Khong, Takasawa, Murase, Tsukui & Sato, 2016; Schmidt & Datnow, 2005; Tan, 2017; Luttenberg, Veen & Imants, 2013). This result may be explained by the critical factor of Myanmar's centralised education system, in which policies are laid down by the state, and the passed down to the teachers. Although the teachers had the first impression of what they called a Japanese inspired new curriculum being impossible to implement, they did so with their best resources. Through the sensemaking process for the new curriculum, they were quite satisfied their results were reflected by their students to some extent. The observed teachers' sense of powerlessness in policy developing could be attributed to the literature that in the process of change, teachers' sense of ownership to change processes matter (Fullan, 1993). In this study, it can be observed that teachers followed what the superiors set down, mostly without questioning these policies. Conversely, this can lead to teachers not being accountable for what they have done after they found that there is not much change in the students' achievement.

The participant teachers in the current study were assigned to attend the workshop for the new curriculum policy and another upgrading seminar related to their instructions organised by the government. However, they had no idea how to participate in the other non-mandatory private or public professional workshops related to their instructions. This could be because there is no chance or little opportunity to join the professional groups, workshop or conferences that are available and reliable for the teachers who seeks to join. Although some teaching certificates or youth development programs are run by American Centre and/or British Council affiliated by the respective embassies, it is accessible and popular among young teachers to pursue scholarships for their further studies. In addition, the researcher found they rarely mentioned Google or other web browsers, as their source of

continuous professional development. So, for professional development for the in-service teachers and teachers from the remote areas, the only chance that is modern and popular among them is participating in specific Facebook groups organised by like-minded colleagues to share their experiences, endeavours and photos related to certain parts of the curriculum that seems difficult to understand. In Facebook, there are some professional teachers' groups that are publicly run by peers or teachers of the same level; for example, 'the voices of Basic Education Schools teachers', 'Collaborate group for KG', and 'Teaching aids group for G1 and G2'. Although the teachers mentioned Facebook as a social platform where they can get teaching ideas and teaching aids for their class, they had not said or recognised it as a professional development activity. Yet, this study confirmed that involvement in any kind of activities related to develop professional skills is associated in deciphering what policy messages mean to teachers and how teachers cope with the power intended in accordance with their personal resources (Spillane, 1999; Zembylas, 2010).

Another important finding was that in the G1 level, there was one teaching period called local curriculum, and how teachers spent this class time was different according to how teachers interpreted the policy. The curriculum developers claimed that one of the three significant characteristics of the current curriculum framework was inculcation of local curriculum in mainstream schooling (NESP, 2016). However, findings in my research pointed out the discrepancy between the intended and actual cases. While one teacher made remedial teaching, the other teacher spent it as revision time, and another teacher used it as catch-up time for the lessons that she had not accomplished according to the unit plan. The common theme among them was they did not know how to organise their own curriculum when they were given autonomy and free time. Similar issues were found in different countries where teachers are used to following textbooks and ready-made instructions given to them by their superiors (Abiko, 2003). This may infer that teachers do not know how to develop curriculum by themselves and how to integrate extra-curriculum and/or local

curriculum in their teaching period. They discussed with me that designing the curriculum was not their duty but enacting or implementing it was. They mistakenly perceived that curriculum development was related to people at a policy maker level, who have internationally recognised degrees and experiences, and are experts in their specialised subjects. This finding highlights that if we need students to be creative, critical and armed with 21st century skills, the teachers should put themselves first with this skill set armour. And teachers need to show and take risks to come out of their comfort zone and their age-old daily practices. I believe this local curriculum time is the one of the best teaching periods in which teachers can confirm their expert teaching practices. However, large teacher–student ratios and being unskilled at some subjects mean teachers use this local curriculum time as remedial, revision or catch-up times in their daily teaching practices.

This study also confirms the need to think about the issues in equity and accessibility of resources and schooling throughout the curriculum change processes in Asia (Law, 2018). The teachers in my study did notice the uniqueness of their setting in enacting new policy in the Myanmar context. As the demographics of my participants were quite varied, from urban, satellite and rural areas in the Yangon city which is the economic capital of Myanmar, they had different meanings for the new policy, and their purposes depended on the socioeconomic situations of their students. Two teachers compared the supporting factors for their students’ engagement in their enactment with students and the major factors that influence their students’ achievement as depending on parents’ enthusiasms and supports in their children education. Most teachers mentioned that the teacher–student ratio facilities that school provided for specific lessons, and their collegial relationships in their immediate environment. To sum up, these results are socially related factors, which teachers need to communicate with and develop trust in to get the best results for themselves and for the people with whom they are interdependent.

5.5 How they interact the policy messages in their classroom?

The fourth question in this research was how teachers interact the policy message in their classroom. Previous studies exploring the sensemaking styles or patterns of teachers results on whether teachers reject or symbolically respond to the policy (Coburn, 2004); or assimilation, accommodation as one of the patterns teachers used in their schools (Lutttenberg et al., 2013). The themes found in the analysis of data indicated that teachers interacted with policy messages using all possible patterns that were suitable and comfortable for them. If I were to give specific names for them, I would say accommodation styles was used by most teachers in the study; yet, at the same time, some teachers used rejection and very few teachers used symbolic responses in the policy enactment. The following section provides some possible explanations for these results.

According to Bernstein's model of pedagogic discourse (1990), there are three rules which permeate in the transmission of the message in the discourse and these are distribution rules, recontextualising rules and evaluation rules. Among them, distribution rules control the level of knowledge in the discourse based on the discourse implementers' power and position and as the level of knowledge passed down from the above. The recontextualising rules exhibit their function of what and how they implement the knowledge once they are in context. Lastly, the evaluation rules are needed to make checks and balances to what has been intended and what was implemented. In this study, when the distribution rules acted as new curriculum, some teachers had to follow the recontextualising rules, make sense and enact depending on what level or positionality they are in their school or township level. They intended to follow that what had been ordered by the township level once they felt confused or did not get what had been described in the new policy. The following excerpt shows how teachers tried to make sense how these rules of discourse were not properly worked:

Last year, I had an issue about how to draw an assessment table for my students. First, I did it by myself, but it was wrong. Next, I searched for

it in another school, then Township Education Office but they said do what was suitable for us. So... there is not a reliable format for it, but we have to deal with it. And then, I searched it on Facebook, could not decide which was suitable for me. I did not know how to draw it. So and so, it took one month, and finally, I met some junior teachers from military school, and they recommended to copy it. My life was wired last year, and now I can deal it because of my past experiences (Phyo, PoI)

The misunderstanding of assessment policies in the new curriculum has been occurring (SuSett, 2018) and it was found in some teachers, which references do they had to use in evaluating their students. This result aligned with what Bernstein (1990, p. 178) discussed, ‘if we are unable to specify the rules regulating the construction, representation and contextualisation of the “privileging text” – that is, specifying “relations within” – then we cannot know what has been acquired, either positively or negatively’.

This also shows that, in the recontextualisation level of policy discourse, sensemaking of teachers also relies on the teacher’s personal knowledge about policy materials, peer interaction within the school and across the schools and public collegial groups such as township education officers. It should be noted that professional zone of enactments such as availability of credible materials are important in teachers’ daily routine to reproduce what they had to their students and such ambiguity can waste time and energy to put into other professional tasks. The current research found that one teacher adapted some lessons based on the old curriculum because the content that some specific subjects were very new to her children and these concepts could be found in the next grade. As a result, the current teaching approach to the material would no longer be used; instead, the old teaching approach would use in the future.

Another reason for differing enactment styles would be the teachers’ commitment and values towards their teaching. Some teachers who had a lot of teaching service in their grade

level put much effort and committed to themselves as the best teacher for their students. They asked for help or support from the parents by explaining about the needs of supporting materials such as teaching aids, and delivered the materials that they got to the common good of others. In this way, some teachers not only made sense to the new policy, they also gave sense to others (Karen, 2010). In addition, some teachers communicate and build trust among like-minded colleagues as they found they had to collaborate with each other for efficiency in financial capital and the betterment of their teaching results. In such a way, some 'teachers co-construct understandings of policy messages, make decisions about which messages to pursue in their classrooms, and negotiate the technical and practical details of implementation in conversations with their colleagues' (Coburn, 2001, p. 145)

At the same time, there was another interesting reason for teachers choosing symbolic responses in their enactment. This research found some teachers did not enthusiastically enact some parts of the curriculum and as a result, they keep the materials around their classroom and sometimes did the activities basically. In the observation, it was found that they did certain things as a showcase, not because they intended to but because of they did not make sense of what these activities or signals or messages in the curriculum meant. Some teachers tried very hard to make sense within their available resources and time limits. One teacher said, *'Although I settle down with old teaching styles, I have been trying best and as possible as I am able to follow what the reformers wanted us to change'*. Another teacher confessed that, *'Sometimes I feel happy but other times also feel tired and bad. I have been feeling tired since the start of academic year'*. From my point of view, accommodation or adaptation or having flexibility in teaching is a constructive sign for teachers' sensemaking in curriculum policy enactment. I found that frustrations, confusion and incompetence needs better solutions.

It is found some specialised subjects such as physical education, music (flute), paintings, drawings, paper folding (origami), singing songs with music notes need teachers

with special training. One class teacher who had to teach all the curricula or co-curriculum subjects within their working days would be disadvantaged, resulting in lower job satisfaction and morale. Teachers discussed that during the workshop, they had learnt how to play the music with flute, but for them and as ordinary people, who do not have much talent in specialised arts, it was hard to learn to play during the two-week long workshops. Although these new curriculum subjects were included in the curriculum, specialised teachers for certain kinds of subjects were not trained. Therefore, the results showed that the teacher who was in charge of the class had not only to control the class but also to teach all the subjects, although some of them were not their expert or interesting subjects. In such a way, teachers found it hard to make sense to enact new curriculum policy in the satisfying ways. If the teachers have to enact new policy in their classroom context, they must first decode or make sense of what the policy message mean to them as teachers or as change agents. They have to recontextualise before they start to reproduce it in their school system (Bernstein, 1990). These findings may help us to some degree in understanding how hard work and patience were embedded in the basic education school teachers in their sensemaking and enactment of curriculum policy reforms in Myanmar.

One of the most compelling findings in the current research was that teachers did not realise what skills and competencies the policy makers intended them to enact. Although it was found iterative words ‘21st century skills’, ‘21st century learning’ and ‘21st century Myanmar’ in the published policy documents, none of the participant teachers could answer what these skills and competencies were. However, in the classroom observations, they showed they enacted these skill sets in their classroom to insignificant extent.

5.6 Conclusion

My research focuses on the sensemaking of teachers with attention to the way they enact their new curriculum policy in the Myanmar context. As such, it makes three key contributions to earlier work in both sensemaking theory and enactment perspectives on

policy discourse. First, by studying teacher sensemaking in action, I am able to unpack some of the main factors that influence the sensemaking process of teachers. Earlier research has provided convincing evidence for teachers' prioritisation of policy elements and implementation patterns. This study provides an elaborated account for how teachers make sense of the policy that is a priority to them and evoke some factors influencing the sensemaking and policy enactment process. Second, my research highlights the important role of organisational supports to the teachers in order to ease making sense and enactment of new policy. Finally, the study brings the unique characteristics of teachers in Myanmar who are eager to involve in change process and try to be good change agents themselves based on their beliefs and values in their profession and their students' future.

The main objective of this study has been to explore how teachers make sense of the curriculum policy enactment in Myanmar. I analysed the required documents, interview transcripts and classroom observation notes in order to investigate factors influencing in teachers sensemaking, what teachers make sense of the new curriculum, what new policy meant to them and how they enact policy in their classroom contexts. Findings indicate that teachers' personal beliefs about their professional competence, confident and commitments to the policy enactment for the betterment of their children, organisational supports from the colleagues, parents and superiors mean to them and their beliefs and values about their job and their children lead their way to sensemaking and enactment. In addition, their sensemaking styles such as rejecting, accommodation and decoupling differed depending on what resources are available to them, their will and motivation to make change and supports and engagement from their immediate environments. This study suggests that sensemaking and enactment of teachers still needs a lot of hard work, time and support, such as professional, collegial and financial supports from school levels to the policy makers.

In this chapter, I answered the research questions that I developed from the introductory chapter. In doing so, I discussed each research questions with the evidence of

my data in relation to the literature reviewed in Chapter 2. In addition, I made suggestions for each finding at the end of each discussion session. Finally, I concluded the chapter with a summary of my research.

In the following chapter, I conclude my thesis with some reflections on the findings for Myanmar education reform, for understanding how teachers make sense of systematic reform processes and make some recommendation for future study and improvements.

Chapter 6: Conclusion

This study set out to research the sensemaking of teachers in their policy enactment in curriculum policy reform that commenced in Myanmar in the 2016–2017 academic year. My main research question is how teachers make sense in enacting new policy in their classroom. I collected the qualitative data used for the research from seven primary school teachers who are currently implementing the curriculum in their respective schools. The results of the investigation show that:

- 1) Teachers' competence, confidence and commitment to make sense of the desired policy enactment are the most important of all factors.
- 2) Organisational support from headmasters, colleagues and parents are crucial to policy enactment in the classroom.
- 3) Teachers' sensemaking styles are different according to their beliefs and values related to their students and their job.

Based on the combined results of literature analysis and field work, I make some suggestions for the policy makers, teachers and scholars interested in this research field.

6.1 Implications of the study

Overall, this study strengthens the idea that in the policy discourse, the final policy broker teachers enact the new changes with the best available resources within themselves and in communicate with the 6 Ps (policy, public, private, professional, pupil and personal resources). In the following sections, I discuss some suggestions for the policy makers and teachers based on the critical analysis of the data.

6.2 Suggestions for policy makers

6.2.1 Policy message should be clear

Since the policy reform launched, nearly all teachers who were at the primary level, especially KG and Grade 1 teachers, had attended training for the new curriculum and new

teaching method. However, what was found in the current study was some teachers still lack competence and confidence in the sensemaking and enactment of the new curriculum policy because some policy messages were not made explicit to them. First, the teachers should have a clear understanding of the *main messages* of the new curriculum policy apart from putting more activities in the classroom. They should have opportunities to make sense of the objectives of the new curriculum policy. Specifically, if the new curriculum is intended to arm learners with 21st century skills, teachers or the real implementer should know what the 21st century skills are and what teaching approaches are available to build this skills set in themselves and their students. Second, in terms of enacting local curriculum in the Grade 1 level, it was found that all the participants did not know what they should teach in the *local curriculum* time, which showed that teachers were not equipped with the knowledge of how to develop the curriculum by themselves. It could also demonstrate that it was not clearly explained to teachers what they should teach or how they should spend that time in their classroom. Third, in Grade 1, regarding to the *assessment table* for individual students that teachers had to draw, fill and keep as portfolios of the student's progress, it was found that some of the participant teachers did not have clear instructions of what to include in that assessment criteria and they drew some tables they were not confident about using to assess their students. The assessment policy should be clearer once teachers make sense in the training with the trainers and/or policy materials that is readily available to teachers.

6.2.2 Support infrastructures and materials should be equitable and available to every teacher

In the research, it was found that although some teachers were very committed to their teaching and change process, class size, school facilities and availability of teaching materials and aids were hindrance factors for them in accomplishing their tasks. This could be solved by providing more funds in education to reconstruct and think about the design of the

infrastructure, which encourages safety and efficiency for both teachers and students. So, teachers had to think and control the things that were not supposed to concern their daily teaching routines. It was found that although the new curriculum was contended to also cover inclusive education, teachers had to know how to include students with disabilities in mainstream education. This may be because the teachers in mainstream schooling were not trained to handle students with disabilities in their classroom without disturbing other students.

6.3 Suggestions for teachers

6.3.1 Pragmatics and creativity should be cultivated in themselves and their students

In the research, it was found that some teachers could handle their students regardless of the class size. It could be the habit of teachers to test their teaching skills and choose what worked for them best, because every classroom context is unique and each teaching period is different. Therefore, it would be better to make sense of the policy if teachers adjust their teaching approaches in response to their students' reaction to their approach. In addition, as the policy discourse shifted from being teacher-centred to learner-centred, teachers who could manage activities and arouse students' thinking were better equipped to settle down into the new curriculum. To do so, teachers should get out of their comfort zone and try to push their abilities for classroom management rather than class control.

6.3.2 Social support is a very important factor in the school as a social organisation

At the policy reproduction level, the policy implementers—the teachers—must work together with their policy consumers, students and the students' parents. In the research, it was found that teachers who socialised or maintained communication with either their colleagues or the parents, found easier ways to solve the problems that occurred in their classroom or their sensemaking in the curriculum policy enactment.

6.4 Limitations of the study

I would like to acknowledge some of the limitations of the current research. This research was purely qualitative with a small number of seven teachers and only three high schools in the Yangon Region. Therefore, it is too small and short to offer a comparison of the national curriculum reform across the nation. Since the reform is just three years old, the selection of documents was limited to the government laws and policy documents. Documents such as journals and periodicals published by the private media were not covered much in this research.

6.5 Suggestions for further research

Due to the limitation of time and level of my study, the project only emphasised the sensemaking of teachers. In order to trace policy discourse, other stakeholders such as policy makers, regional education officers, principals, parents and students were left out of this study. Future research could include this broader stakeholder group. This research is only emphasized on the roles of teachers in the new curriculum policy enactment. It has found that public and policy sector in the findings might link to the role of principals in new curriculum policy enactment. Therefore, further studies should be conducted on the sensemaking of other stakeholders in curriculum policy enactment. This research examined the generalised curriculum, but I found each subject area would be a good focus for conducting research on how teachers make sense of each subject. Current study was conducted in the high school locations due to available time and quality of research and further studies should accompanied in schools with different levels such as primary and middle schools. In addition, it would be possible for the researcher to combine both quantitative and qualitative methods to cover more participants' views and broaden the area of research to all regions of Myanmar.

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Appendix A: Human Ethics Certificate of Approval



Monash University Human Research Ethics Committee

Approval Certificate

This is to certify that the project below was considered by the Monash University Human Research Ethics Committee. The Committee was satisfied that the proposal meets the requirements of the *National Statement on Ethical Conduct in Human Research* and has granted approval.

Project Number: 13221
Project Title: Teachers' sensemaking in curriculum policy enactment in Myanmar
Chief Investigator: Assoc Professor Zane Ma Rhea
Approval Date: 11/05/2018
Expiry Date: 11/05/2023

Terms of approval - failure to comply with the terms below is in breach of your approval and the *Australian Code for the Responsible Conduct of Research*.

1. The Chief Investigator is responsible for ensuring that permission letters are obtained, if relevant, before any data collection can occur at the specified organisation.
2. Approval is only valid whilst you hold a position at Monash University.
3. It is responsibility of the Chief Investigator to ensure that all investigators are aware of the terms of approval and to ensure the project is conducted as approved by MUHREC.
4. You should notify MUHREC immediately of any serious or unexpected adverse effects on participants or unforeseen events affecting the ethical acceptability of the project.
5. The Explanatory Statement must be on Monash letterhead and the Monash University complaints clause must include your project number.
6. Amendments to approved projects including changes to personnel must not commence without written approval from MUHREC.
7. Annual Report - continued approval of this project is dependent on the submission of an Annual Report.
8. Final Report - should be provided at the conclusion of the project. MUHREC should be notified if the project is discontinued before the expected completion date.
9. Monitoring - project may be subject to an audit or any other form of monitoring by MUHREC at any time.
10. Retention and storage of data - The Chief Investigator is responsible for the storage and retention of the original data pertaining to the project for a minimum period of five years.

Thank you for your assistance.

Professor Nip Thomson

Chair, MUHREC

CC: Dr Sylvia Almeida, Dr Eisuke Saito, Ms Han Lwin

List of approved documents:

Document Type	File Name	Date	Version
Supporting Documentation	5 permission-letter-template by HanNiLwin copy	20/04/2018	English
Consent Form	3 consent-form-template by HanNiLwin	20/04/2018	English
Consent Form	3 consent-form-Burmese version by HanNiLwin	20/04/2018	Burmese
Supporting Documentation	agreement to be third party	20/04/2018	English
Supporting Documentation	4 Data collection Sheet	20/04/2018	English
Supporting Documentation	4 Data collection sheet Burmese version	20/04/2018	Burmese
Explanatory Statement	2 explanatory-statement-template by HanNiLwin zmr comments 10042018-3	27/04/2018	English and doc
Explanatory Statement	2 explanatory-statement-Burmese by HanNiLwin	27/04/2018	Burmese and pdf

Appendix B: Permission Letter

The Government of the Republic of the Union of Myanmar

Ministry of Education

Department of Basic Education

PERMISSION LETTER

Project: Teachers' sensemaking in curriculum policy enactment in Myanmar

May 17, 2018

Associate Professor Zane Ma Rhea ,
Academic Leader, Curriculum and Pedagogy Academic Community
Faculty of Education, Monash University, Australia
Fellow, Wolfson College, Cambridge, United Kingdom

Dear Associate Professor Zane Ma Rhea,

Thank you for your request to recruit participants from three basic education schools under Department of Basic Education for the above-named research.

I have read and understood the Explanatory Statement regarding the research project (**Project Number: Teachers' sensemaking in curriculum policy enactment in Myanmar**) and hereby give permission for this research to be conducted.

Yours Sincerely,



Dr. Zaw Win

Director General

Department of the Basic Education

Appendix C: Explanatory Statement (English version)



EXPLANATORY STATEMENT



(This information sheet is for you to keep)



Project ID: 13221

Teachers' sensemaking in curriculum policy enactment in Myanmar

Chief Investigator's name:

Student's name:

Associate Professor Zane Ma Rhea

Ms. Han Ni Lwin

Faculty of Education

Phone

Phone

email:

email:

We are Dr. Zane Ma Rhea and Ms. Han Ni Lwin from Faculty of Education, Monash University, located in Melbourne in Victoria State in Australia. We are interested in teachers' sensemaking process in enacting new curriculum policy in their local classrooms. Such information can be used to inform policy makers in considering new policy design and development.

You are invited to take part in this study. Please read this Explanatory Statement in full before deciding whether or not to participate in this research. If you would like further information regarding any aspect of this project, you are encouraged to contact the researchers via the phone numbers or email addresses listed above.

Why were you chosen for this research?

We chose you because we are looking for government school teachers who are currently implementing either KG or Grade 1 new curriculum.

What does the research involve?

Because of the nature of the study, there are two *interviews* (pre-observation and post-observation) each lasting approximately 30-45 minutes between you and me in a private space. First, we would like to speak with you for about 45 minutes in a pre-observation semi-structured interview. Then, we would also like to sit in your class for observation of how you are implementing the curriculum reform. The observation which is one week (5 working days) long will take place twice and each day in each week, I would like to observe your classroom and another teacher classroom alternatively. Then, we would like to interview you again for about 45 minutes in a post-observation semi-structured interview. With your permission, the interviews will be audiotaped. If not, I will take notes of your responses for my records.

Depending on your permission, I would also like to view and take notes to some of your lesson plans, teacher's diary, and possibly also some of the students' portfolios. The analysis of your documents will be sent or emailed back to you for your input and you are encouraged to correct any factual errors.

When I have made transcripts and analysis of our discussions and classroom observations, I may wish to interview you again to clarify certain points. Or, if you prefer, I can post or email the transcripts and my analysis to you for your

approval. At this point, you will be invited to add or change any part of this before final approval and return to me. You can withdraw from the study at any point up to when you approve this work.

Consenting to participate in the project and withdrawing from the research

Please be informed that participation in this study is optional and you are under no obligation to consent to participate. At any time, you have the right to decline giving me your classroom documents or answering questions and you can withdraw your participation at any time up to when you approve the final version of the interview transcript. And all the data I have collected from you will be removed from my study and destroyed as per Monash requirements.

Possible benefits and risks to participants

Although there are no direct benefits to the participants, the wide population may benefit by greater understanding of this issue. If you feel any inconvenience to the present of researcher and/or questions that researcher ask during the interview or observation processes, please feel free to contact our complaint person that we mentioned below.

Complaints

Should you have any concerns or complaints about the conduct of the project, you are welcome to contact:

U Aye Shein

Lecturer

Department of Educational Theory

Yangon University of Education

Tel: +

Email:

Payment

You will be offered a AUS\$15 Supermarket Voucher for your time to participate in interviews and observation.

Confidentiality

You will be anonymous in the study and your identity will not be mentioned in the data or in any published materials but you may choose a pseudonym for yourself.

Storage of data

All data will be stored on the researcher's computer which is password protected. All data will be backed up on an encrypted external drive and stored in a locked cabinet. After five years, all paper and digital data will be destroyed.

Use of data for other purposes

The data collected from you might be used for journal articles, chapter in book publication or conferences.



Results

If you would like to be informed of the aggregate research finding, please contact Dr Zane Ma Rhea at zane.marhea@monash.edu. The findings are accessible until the end of December 2018.

If you want to take part, a consent form has been provided to give consent. If you have any queries or concern, please feel free to contact me. I appreciate your time in reading this long letter.

Thank you,


Associate Professor Zane Ma Rhea
Faculty of Education
Monash University


Ms. Han Ni Lwin
Student ID: 
Faculty of Education
Monash University

Appendix D: Explanatory Statement (Burmese version)



MONASH University

သုတေသနကျိုးကြောင်းဖော်ပြချက်



(ယခုစာရွက်သည်သင့်လက်ခံစာရွက်အဖြစ်



သိမ်းထားရန်ဖြစ်ပါသည်)

သုတေသနအမှတ် - ၁၃၂၂၁

ဆရာ၊ဆရာမများ၏စနစ်သစ်သင်ရိုးမူဝါဒအပေါ်နားလည်သဘောပေါက်အကောင်အထည်မှုအခြေအနေ

အဓိကကျမ်းကြီးကြပ်သူ-

ကျမ်းပြုသူ-

ဒေါက်တာဝိန်းမာရီယာ

မဟန်နီလွင်

တွဲဖက်ပါမောက္ခ

သုတေသနကျောင်းသူ

ပညာရေးဌာန၊ ဗိုနာချီတက္ကသိုလ်။

ပညာရေးဌာန၊ ဗိုနာချီတက္ကသိုလ်။

ဆက်သွယ်ရန်ဖုန်း: +၆၁၄၀၈၃၀၃၄၉၉

ဆက်သွယ်ရန်ဖုန်း: +၆၁၄၇၈၇၆၄၉၀၁ (သြစတေးလျှ်)

အီးမေး(လ်)

+၉၅၉၄၄၈၀၃၆၅၃၃ (မြန်မာ)

အီးမေး(လ်)

ဒေါက်တာဝိန်းမာရီယာနှင့် မဟန်နီလွင်တို့သည် သြစတေးလျှ်နိုင်ငံ၊ ဗစ်တိုးရီးယားပြည်နယ်၊ မဲလ်ဘုန်းမြို့ရှိ ဗိုနာချီတက္ကသိုလ်၊ ပညာရေးဌာနမှဖြစ်ပါသည်။ ကျွန်ုပ်တို့သည် မြန်မာနိုင်ငံရှိ ဆရာ၊ဆရာမများ၏ စနစ်သစ်သင်ရိုးမူဝါဒအပေါ်နားလည် သဘောပေါက်မှုနှင့် ၎င်းတို့စာသင်ခန်းတွင် အကောင်အထည်မှုအခြေအနေကို လေ့လာနေသော သူများဖြစ်ပါသည်။ ကျွန်ုပ်တို့၏လေ့လာမှုသည် သင်ရိုးမူဝါဒအသစ်ရေးဆွဲအကောင်အထည်ဖော်နေသော မူဝါဒရေးဆွဲသူများအတွက် အသုံးဝင်နိုင်ပါသည်။

ဆရာ/မတို့အား ယခုလေ့လာမှုတွင်ပါဝင်နိုင်ရန် စိတ်ဝင်ပါသည်။ ကျွန်ုပ်တို့၏ သုတေသနကျိုးကြောင်းဖော်ပြချက်ကို လေ့လာဖတ်ရှုပြီးနောက် စိတ်ပါဝင်စားပါက သုတေသနတွင်ပါဝင်နိုင်ပါသည်။ ဆရာ/မတို့သည် ကျွန်ုပ်တို့၏လေ့လာမှုကို ယခုထက်ပိုမိုနားလည်လိုပါက အထက်တွင်ဖော်ပြထားသော ဆက်သွယ်ရန်ဖုန်းနံပါတ်နှင့်၊ အီးမေး(လ်)မှတစ်ဆင့် စုံစမ်းမေးမြန်းနိုင်ကြောင်း သတင်းပေးလိုပါသည်။

သင့်ကိုမှ ဘာကြောင့်ရွေးချယ်ရသနည်း?

အခြေခံပညာကျောင်းတွင် KG နှင့် Grade 1 စနစ်သစ်သင်ရိုးကို အကောင်အထည်ဖော်နေသော ဆရာ/မဖြစ်ပါက ဆရာ/မအား သုတေသနအတွက်ရွေးချယ်လိုပါသည်။

ယခုသုတေသနတွင် မည်သည့်အရာများပါဝင်နိုင်သနည်း? သင်မည်သို့ရွေးချယ်ခွင့်ရှိသနည်း?

သုတေသနသဘောသဘာဝအရ - စာရွက်စာတမ်းများလေ့လာခြင်း ၊ ၃၀-၄၅မိနစ်ကြာနိုင်သော သုတေသန မေးခွန်းများ မေးမြန်းဆွေးနွေးခြင်း ၂ကြိမ် နှင့် အတန်းကိုလေ့လာခြင်းတို့ - ပါဝင်ပါသည်။ ဆရာ/မတို့ခွင့်ပြုပါက ဆရာ/မတို့၏ သင်ရိုးအကောင်အထည်ဖော်မှု မှတ်တမ်းမှတ်ရာများဖြစ်သော - သင်ပြမှုပုံစံ၊ နေ့စဉ်မှတ်တမ်း၊ သင်ထောက်ကူပစ္စည်း များနှင့် ကျောင်းသူ/သားများအတွက်ထားရှိသောမှတ်တမ်းများ - ကို လေ့လာမှတ်စုရေးသားလိုပါသည်။

ပထမအကြိမ် သုတေသန မေးခွန်းများ မေးမြန်းခြင်းမှာ ဆရာ/မတို့၏အတန်းကိုလေ့လာရေးမပြုလုပ်မီ မေးခွန်းအချို့မေးမြန်း ဆွေးနွေးခြင်းဖြစ်ပါသည်။ သုတေသနမေးခွန်းများမေးမြန်းရာတွင် ဆရာ/မတို့၏သဘောတူညီမှုဖြင့် မေးခွန်းမေးမြန်းဖြေကြားခြင်းကို အသံဖမ်း စက်ဖြင့် မှတ်တမ်းတင်လိုပါသည်။ အသံဖမ်းစက်ဖြင့် မှတ်တမ်းတင်သည်ကို သဘောမကျပါက လက်ဖြင့်မှတ်တမ်းရေးရန် ရည်ရွယ် ထားပါသည်။ ၎င်းနောက် ဆရာ/မတို့ ခွင့်ပြုပါက စာသင်ခန်းတွင် ဆရာ/မတို့မှ စနစ်သစ် သင်ရိုးမူဝါဒကို အကောင်အထည်ဖော်နေသည် ကို လာရောက်လေ့လာလိုပါသည်။ အတန်းတွင်းလေ့လာခြင်းကို ကျောင်းခွင့်ရက်များအတွင်း (ခရက်သတ္တပတ် -၅လတွင်တစ်ကြိမ်၊ ၈လိုင်လတွင်တစ်ကြိမ် - စုစုပေါင်း ရက်သတ္တပတ်၂ပတ်) လေ့လာလိုပါသည်။

မေးခွန်းမေးမြန်းဖြေကြားထားသောအခြေများကို စာရွက်ပေါ်တွင် အပြည့်အစုံရေးသားပြီး ခွဲခြမ်းလေ့လာထားသော ရလဒ်များ၊ စာသင်ခန်းလေ့လာမှုမှတ်တမ်းများ၊ ဆရာ/မတို့၏ မှတ်တမ်းမှတ်ရာများကို ကျွန်ုပ်တို့၏အကြမ်းဖျင်း ခွဲခြမ်းလေ့လာထားသည်ကို ဆရာ/မတို့ပြန်လည်သုံးသပ်နိုင်ရန် စာတိုက် (သို့) အီးမေးလ်မှတစ်ဆင့် ဆရာ/မတို့ထံ ပေးပို့ပါမည်။ ထိုအခါ ဆရာမတို့မှ ကျွန်ုပ်တို့၏ ရေးသားမှု၊ လေ့လာသုံးသပ်မှုမှ အချက်အလက်များကို မနှစ်သက်၊ သဘောမတူပါက ဆရာ/မတို့သဘောထားအတိုင်း ပြင်ဆင်ခွင့်ရပါမည်။ ကျွန်ုပ်တို့၏လေ့လာသုံးသပ်မှုကို ဆရာ/မတို့ နောက်ဆုံး အတည်ပြုပေးသည့်အဆင့်မတိုင်မီအထိ သုတေသနတွင်ပါဝင်နေစဉ် စိတ်မကျေနပ်မှု၊ သဘောထား မတိုက်ဆိုင်မှုများရှိပါက အချိန်မရွေး သုတေသနမှနှုတ်ထွက်ခွင့်ရှိပါသည်။

သုတေသနတွင်ပါဝင်ခွင့်နှင့် နှုတ်ထွက်ခွင့်

သတိပြုစေလိုသည်မှာ ကျွန်ုပ်တို့၏သုတေသနတွင်ပါဝင်လိုခြင်း ရှိ/မရှိသည် ဆရာ/မတို့သဘောထား အတိုင်းဖြစ်ပါသည်။ အကယ် ပါဝင်လိုပါက မိမိဆန္ဒ အလျောက်ပါဝင်ကြောင်း သဘောတူညီမှုစာရွက်တွင် လက်မှတ်ထိုးရန် လိုအပ်ပါသည်။ သုတေသနတွင်ပါဝင်ပြီးပါကလည်း ကျွန်ုပ်တို့အားဆရာ/မတို့၏မှတ်တမ်းမှတ်ရာများပြုမပြုခြင်း၊ အတန်း လေ့လာမှုကို မပြုလုပ်စေလိုခြင်းနှင့် တချို့သောမေးခွန်းများကို ဖြေဆိုခြင်းမှရှောင်ကျဉ်ခြင်း - တို့သည် ဆရာ/မတို့၏သဘောအတိုင်းသာဖြစ်ပါသည်။ သုတေသနပြုနေစဉ်အတွင်း ဆရာ/မတို့သုတေသနမှနှုတ်ထွက်သွားပါက မိနာချီတက္ကသိုလ်၏ သုတေသနကျင့်ဝတ် လိုအပ်ချက်အရ ဆရာ/မတို့မှနှုတ်ထွက်ခွင့်ပေးထားသော အချက်အလက် များအားလုံးကို ဖျက်ဆီးပစ်မည်ဖြစ်ပါသည်။

သုတေသနတွင်ပါဝင်သောကြောင့် ရရှိနိုင်သော အကျိုး၊ အမြတ်

သုတေသနတွင်ပါဝင်ခြင်းကြောင့် ဆရာ/မတို့တွင် တိုက်ရိုက်အကျိုးရရှိနိုင်မှုမသေချာသော်လည်း ပြည်သူလူထုမှ ဆရာ၊ဆရာမတို့၏ စနစ်သစ်သင်ရိုးမူဝါဒအပေါ်နားလည်သဘောပေါက် အကောင်အထည်မှုအခြေအနေကို ယခင်ကထက် ပိုမို သတိထားမိလာမည်ဖြစ်ပါသည်။

သုတေသနတွင်ပါဝင်နေစဉ်တစ်စုံတစ်ရာကျေနပ်မှုရှိပါက -

သုတေသနပြုလုပ်နေစဉ် သုတေသနကျမ်းပြုသူ၏ အပြုအမူ၊ အပြောအဆိုစသည်တို့ကို တစ်စုံတစ်ရာ ကျေနပ်မှုမရှိပါက:

ဦးအေးရှိန်

ကထိက၊ပညာရေးသဘောတရားဌာန၊ရန်ကုန်ပညာရေးတက္ကသိုလ်

ဖုန်းနံပါတ်: +၉ ၅၉ ၅၁၇၆၆၄၄

Email: [REDACTED] သို့ တိုက်ရိုက်တိုင်ကြားနိုင်ပါသည်။

သုတေသနတွင်ပါဝင်ပါက ရရှိမည့်လက်ဆောင်

ကျွန်မတို့၏သုတေသနတွင် အချိန်ပေးပြီးကူညီပါဝင်ပေးပါသောကြောင့် မြန်မာကျပ်ငွေ ၁၅၀၀၀ တန် စူပါမားကတ် တွင် ဈေးဝယ်ခွင့် ဘောက်ချာကို သုတေသနပြုလုပ်မှုအပြီးတွင် ပေးအပ်ပါမည်။

သင့်၏ခြေကြားမှုအချက်အလက်များအားလျှို့ဝှက်ပေးထားမှု

ဆရာ/မတို့၏အမည်နှင့် အသေးစိတ်အချက်အလက်များကို သုတေသနနှင့် ထုတ်ဝေမည့်သုတေသနစာအုပ်၊ ဂျာနယ်များတွင် တိုက်ရိုက်မဖော်ပြပါ။ ဆရာ/မတို့မှ မိမိတို့နှစ်သက်ရာအမည်ကို ရေးသားပြီး ထိုအမည်ကိုသာ အသုံးပြုမည်ဖြစ်ပါသည်။

သုတေသနအချက်အလက်များအားသိမ်းဆည်းမည့်အခြေအနေ

သုတေသနကောက်ယူရရှိသော အချက်အလက်များအားလုံးကို သုတေသနကျမ်းပြုသူ၏ကွန်ပျူတာတွင် password ခံ၍ သိမ်းဆည်းထားမည်ဖြစ်ပါသည်။ သုတေသနတွက်ချက်ထားသောစာရွက်စာတမ်းများကိုလည်း သုတေသနကျမ်းပြုသူ၏ စာအုပ်ဗီရိုတွင် သော့စိတ်သိမ်းဆည်းထားမည်ဖြစ်ပါသည်။ သုတေသနပြုလုပ်ပြီး နောင် ၅နှစ်အကြာတွင် သိမ်းဆည်းထားသော သုတေသန စာရွက်စာတမ်းများ၊ အချက်အလက်များအားလုံးကို ဖျက်ဆီးပစ် မည်ဖြစ်ပါသည်။

သုတေသနအချက်အလက်များအား အသုံးပြုမည့်နေရာများ

စုစောင်းရရှိသော သုတေသနအချက်အလက်များကို သုတေသနစာစောင်/ဂျာနယ်၊ သုတေသနကျမ်းစာအုပ် နှင့် ပညာရေးဆွေးနွေးပွဲများတွင် အသုံးပြုမည်ဟု ရည်ရွယ်ထားပါသည်။

သင်၏သုတေသနအချက်အလက်ရလဒ်ကို သိချင်ပါက

ဆရာ/မတို့ပါဝင်ထားသော သုတေသနအချက်အလက်များအပေါ်မူတည်၍ ကျွန်မတို့မှတွက်ချက်လေ့လာထားသည့် နောက်ဆုံးရလဒ် အခြေအနေကို သိရှိလိုပါက ဒေါက်တာဖိန်းမာရီယာ၊ တွဲဖက်ပါမောက္ခ၊ ပညာရေးဌာန၊ မိုနာ့မျှတက္ကသိုလ်၊
[Redacted] သို့ ၂၀၁၈ ဒီဇင်ဘာလနောက်ဆုံးထား ဆက်သွယ်မေးမြန်းနိုင်ပါသည်။

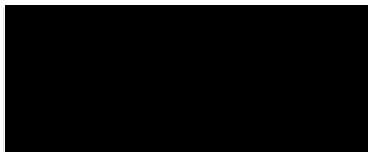
နိဂုံးချုပ်အားဖြင့် -

ဆရာ/မတို့သည် သုတေသနဝင်ပါဝင်နိုင်ပါက သုတေသနတွင်ပါဝင်ဖို့သဘောတူကြောင်းမှတ်တမ်းတွင် လက်မှတ်ရေးထိုးရပါမည်။

အသေးစိတ်စုံစမ်းမေးမြန်းလိုပါက ကျွန်မတို့အား အချိန်မရွေးဆက်သွယ်မေးမြန်းနိုင်ပါသည်။

ကျွန်မတို့၏ ကျိုးကြောင်းဖော်ပြချက်ကို အချိန်ပေးဖတ်ရှုပေးသောကြောင့် ကျေးဇူးတင်ပါသည်။

ကျေးဇူးတင်စွာဖြင့်



ဒေါက်တာဖိန်းမာရီယာ
တွဲဖက်ပါမောက္ခ
သင်ရိုးညွှန်းတမ်းနှင့် သင်ပြနည်းဘာသာရပ်
ဆိုင်ရာအဖွဲ့ခေါင်းဆောင်
ပညာရေးဌာန၊ မိုနာ့မျှတက္ကသိုလ်။



မဟန်နီလွင်
ကျောင်းသူအမှတ် - ၂၉ ၀၁၂၉ ၈၈
မဟာဘွဲ့ကျမ်းပြုစုသူ
ပညာရေးဌာန၊ မိုနာ့မျှတက္ကသိုလ်။

Appendix E: Consent Form (English version)



CONSENT FORM

(Teacher)

Project ID:13221

Teachers' sensemaking in curriculum policy enactment in Myanmar

Chief Investigator:

Associate Professor Zane Ma Rhea

Faculty of Education

Monash University

Email:



I have been asked to take part in the Monash University research project specified above. I have read and understood the Explanatory Statement and I hereby consent to participate in this project.

I consent to the following:	Yes	No
Private documents such as		
teacher's diary,	<input type="checkbox"/>	<input type="checkbox"/>
lesson plan,	<input type="checkbox"/>	<input type="checkbox"/>
Teaching aids	<input type="checkbox"/>	<input type="checkbox"/>
Student portfolios	<input type="checkbox"/>	<input type="checkbox"/>
will be allowed to analyse		
Audio recording during the interviews	<input type="checkbox"/>	<input type="checkbox"/>
The data samples that I provide during this research may be used by the researcher in the future research projects	<input type="checkbox"/>	<input type="checkbox"/>

Name of Participant

Participant Signature

Date

Appendix F: Consent Form (Burmese version)



MONASH University

သုတေသနတွင်ပါဝင်နိုင်ကြောင်းသဘောတူစာချုပ်
(သုတေသနတွင်ပါဝင်မည့်ဆရာ/မအတွက်သာ)

သုတေသနအမှတ် - ၁၃၂၂၁

သုတေသနအမည် - ဆရာ၊ဆရာမများ၏ စနစ်သစ်သင်ရိုးမူဝါဒအပေါ် နားလည်သဘောပေါက်
အကောင်အထည်ဖော်မှုအခြေအနေ

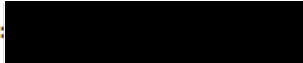
အဓိကကျမ်းကြီးကြပ်သူ-

ဒေါက်တာဖိန်းမာရီယာ

တွဲဖက်ပါမောက္ခ

ပညာရေးဌာန၊ မိုနာ့ချ်တက္ကသိုလ်။

အီးမေး(လ်):



ကျွန်ုပ်သည် မိုနာ့ချ်တက္ကသိုလ်၏ သုတေသနပရောဂျက်အမှတ် ၁၃၂၂၁ တွင် ပါဝင်ရန်
ဗိတ်ခေါ်ခြင်းခံရပါသည်။ ဒေါက်တာဖိန်းမာရီယာနှင့် မဟန်နီလွင်တို့၏ သုတေသနကျိုးကြောင်းဖော်ပြချက်ကို
ဖတ်ရှုပြီးနောက် သုတေသနတွင် ပါဝင်ရန်စိတ်ဝင်စားသောကြောင့် သုတေသနတွင်ပါဝင်ရန်သဘောတူပါသည်။

ကျွန်ုပ်သည် အောက်ဖော်ပြပါ သုတေသနလုပ်ထုံးများကို -	သဘောတူသည်	သဘောမတူပါ
သင်ရိုးအကောင်အထည်ဖော်မှု မှတ်တမ်းမှတ်ရာများဖြစ်သော		
သင်ပြမှုပုံစံ၊	<input type="checkbox"/>	<input type="checkbox"/>
နေ့စဉ်မှတ်တမ်း၊	<input type="checkbox"/>	<input type="checkbox"/>
သင်ထောက်ကူ များနှင့်	<input type="checkbox"/>	<input type="checkbox"/>
ကျောင်းသူ/သားများအတွက်ထားရှိသောမှတ်တမ်းများ	<input type="checkbox"/>	<input type="checkbox"/>
ကို လေ့လာခွင့်ပြုရန် -		
မေးခွန်းမေးမြန်းဖြေကြားခြင်းကို အသံဖမ်း စက်ဖြင့်		
မှတ်တမ်းတင်ရန် -	<input type="checkbox"/>	<input type="checkbox"/>
ပါဝင်ထားသော သုတေသနအချက်အလက်များကို		
နောင်အနာဂါတ်သုတေသနပရောဂျက်များတွင်အသုံးပြုခွင့်ပြုရန် -	<input type="checkbox"/>	<input type="checkbox"/>

သုတေသနတွင်ပါဝင်သောဆရာ/မ၏အမည် -

လက်မှတ်

ရက်စွဲ

Appendix G: Certified Approval for Translation

Examples of translation pieces of original Burmese language interviews

- ဒေသသင်ရိုးကို ကိုယ်လေ အရှင်းနားမလည်တာ အဲ သင်တန်းတုန်းကမေးတယ် မေးတော့ ညွှန်ကြားချက်လာပါမယ်ဆိုပြီး ခုထိတော့မလာသေးဘူး

“Once I asked about local curriculum in the workshop, our township level officers answered they would deliver it in the future, but not yet”



- မဖြစ်မနေသင်ရမယ်ဆိုတာပါလာပြီးသားဆိုတော့ ငါမှမသင်လိုက်ရင်သူတို့မတတ်တော့ဘူး - စစ်တဲ့သူလည်း

မရှိပေမယ့် ငါမလုပ်ရင်ကျော်လိုက်ရင်သူတို့မရမှာကို မနေတတ်ဘူး - အပင်ပမ်းခံရတာပေါ့ - ကိုယ့်စိတ်က main

“there is nobody who monitor our enactment, but ourselves and our commitment to our students. We have no choice. If we don’t enact new curriculum on our students, the change won’t happen in the future”

- မနှစ်ကကြတော့ ရောက်ယက်တွေခက်ပြီးတော့ အစကိုး မနှစ်ကဒီလိုဟာလေ (အကဲဖြတ်စာရွက်) ရဖို့ကိုလေ ပထမတစ်ခါ သွားဆွဲ မှားပြန်ပြီ နောက်တကျောင်းကိုစုံစမ်း ပညာရေးမှူးရုံးကိုသွားမေးတော့လည်း အဆင်ပြေသလိုလုပ်ကြတဲ့ အဲ့လိုမျိုး format လည်းမရှိဘူး ပြီးတော့ fb ကကြည့်တော့လည်းသူဆွဲရမလား ကိုယ်ဆွဲရမလားဘာမှန်းကိုမသိဘူးကွယ် အဲ့ဒါနဲ့အဲဒီလို ခလလောက်တောင်ကြာသွားတယ် ကြာတဲ့အခါကျမှ စစ်တပ်ကျောင်းက အဲ့ကောင်မလေးတွေ “ဟဲ့အစ်မ ဘာညာနဲ့” မဆိုးဘူးဆိုတော့လေ အဲ့ဒါနဲ့ ခွဲလုပ်ဖြစ် သွားတာ ဒို့ပထမလုပ်ဖြစ်တာက အဲ့ဒါလိုမျိုး အစတုန်းကဒီလိုမျိုး အဲ မနှစ်ကရောက်ယက်ခက်သွားတယ် ဒီနှစ်ကျတော့ stable ဖြစ်သွားတယ် အဲ့ဒီလိုမျိုး မနှစ်ကဒဏ်ခံရှိတာကိုး ဇာတ်တပိုင်းရှုပ်နေတာ အဲဒါ ဇာတ်လမ်းကအဲ့ဒီလို ... ဒီနှစ်က ဒါနဲ့နဲ့ stable ဖြစ်နေတာ

“last year, I had an issue about how to draw an assessment table for my students.

First, I did it by myself, but it was wrong. Next, I searched for it in another school, then Township Education Office but they said do what was suitable for us. So so... there is no reliable format for it, but we have to deal with it. And then, I searched it on Facebook, could not decide which was suitable for me. I did not know how to draw it. So and so, it took one month, and finally, I met some junior teachers from military school, and they recommended to copy it. My life was wired last year, and now I can deal it and life become stable because of my past experiences”

- အခက်ခဲဆုံးကတော့ ဂီတပေါ့... ပန်းချီသင်ရတာတောင်မှစိတ်ဝင်စားသေးတယ် အခက်ခဲဆုံးဂီတ ကိုယ် မကျွမ်းကျင်တဲ့ ဘာသာကြီးကို သင်ပေးရတဲ့ဒုက္ခ တော်၂တော့ကြီးတယ် ကိုယ်မကျွမ်းကျင်တဲ့ အတွက် ကြောင့်မို့ စိတ်ကြီးက အမြဲလေးတယ် အဲ့ဂီတချိန်ကြီးရောက်မှာကို ဗုဒ္ဓဟူးနေ့ကို တော်၂ ကြောက် တယ် အဟဲ့..ကိုယ်တောင် ကြောက်တဲ့အတွက်မို့ ကလေးတွေကလည်းလေ ကိုယ့်ဘက်ကို မနည်း ဆွဲယူရတယ်

“Music is my weakest and least skilful subject, that is such a stressful and burdensome situation for me to make sense to that subject and I am very concern for that subject time. As the teacher is not interested and expert in such subject, it is too hard to make student engagement and arouse their interest in the subject”

- အစဆိုတော့ ကိုယ်ကိုတိုင်လုပ်တာထက် မှားမှားလည်း ကြောက်တယ် သူများထက်လည်း ချွန်သွားမှလည်းကြောက်တယ် အစ်မနဲ့တိုင်ပင်ပြီးသင်တယ် လူငယ်ဆိုတော့လုပ်ချင်တာ လည်းလုပ်တယ် ဒါပေမယ့်တိုင်ပင်တယ် - မသိတာရှိရင်သူငယ်ချင်းတွေကို messenger ကနေမေးတယ်

“as I have to teach the very new curriculum, I am concern about doing mistake and unique from others. As a young teacher, I would like to do whatever I can but I consult with my senior, my friends via messenger”

- ဒီနှစ်ကတော့ မနှစ်ကရဲ့အတွေ့အကြုံနဲ့ပေါင်းပြီးတော့ ဒီနှစ်ကတော့ သိပ်အခက်အခဲမရှိတော့ဘူး ဒါပေမယ့် ကလေးကိုပါအောင်ပေါ့ မပါတဲ့ကလေးကို ပါအောင် ခေါ်ဖို့အတွက်တော့ အဲ့ဒါလေး ပဲနည်း၍စိတ်ပူတယ် ကိုယ့်ကိုကိုယ်လည်းစိတ်ပူတယ် သူတို့ကိုလည်း စိတ်ပူတယ်

“last year experiences help me to prevent from repeating the same problem. But how to engage students who haven’t fully learnt yet is my main concern about myself and to them”



Ms. Han Ni Lwin

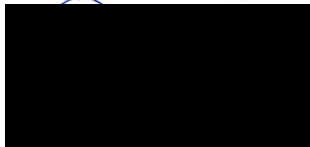
Student ID [REDACTED]

Faculty of Education

Monash University



Certified True *Signature (s)*
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30 NOV 2018

Appendix H: Review of related research on teachers' sensemaking in policy enactment process

Authors, year published, sources and context	Study overview /purpose	Research methodology and methods	Sample size/ participants	Conclusions	Strengths	Limitations	Notes or comments	Keywords used in search
Coburn (2004) <i>Sociology of Education</i> , 77(3), 211–244. Elementary schools, USA.	-To investigate the relationship between institutional environment and teachers' approach to reading instruction.	-Qualitative approach -Historical and qualitative cross-sectional design -Interview and observation.	-For cross-sectional case study> 3 teachers from 2 urban elementary schools are interviewed and observed. -For interview> 35 key teachers who implement different reading instructions from 1983 to 1999.	Researcher concludes that - teachers use nonincorporation responses: rejection (27%), decoupling (7%), parallel structures (8%), and incorporation responses: assimilation (49%) and accommodation (9%) - there are factors influencing teachers' responses: degree of congruence, degree of intensity, degree of pervasiveness and degree of voluntariness.	- Researcher analyses the policy discourse by interviewing informants who experience policy changes about reading instruction.	- Researchers should pick schools from different locations to get more generalisable conclusion.	- Researcher points out the importance of historical approach to get insight into policy implementation in a complex environment.	Teachers' sensemaking
Braun, A., Maguire, M., & Ball, S. (2010) <i>Journal of Education Policy</i> , 25(4), 547-560. doi:10.1080/02680931003698544 Secondary Schools, UK	-Explore policy enactment on how schools decide which policy priorities for them. -Examine the ways <u>schools generate their own policy.</u>	-Qualitative approach -Case study on how personal learning and thinking skills policy is implemented in 2 schools,	-3 teachers from 2 ordinary (co-educational, non-denominational and non-selective) secondary schools with different socioeconomic backgrounds in UK.	Researchers assert that - policy as process ; it can be differently work on and with by different people - policy practices are specific and contextualised; they are framed by culture of each school and <u>positioning and personalities of key policy actors</u>	- The schools are purposely chosen according to their location (inner city and country town).	- Researchers listed the policies each school is supposed to implement but do not clearly answer (with evidence and examples) how schools	- Researchers compare how schools operate their policy according to their positioning and implementation styles (colonisation and	Policy reform, policy enactment

		ethnographic observation - Documentary analysis on 4 schools - Semi-structured interviews with 3 teachers.		- policies are mediated by positioned and relationships: among government, local authority, within and between schools.		choose their priority policies.	reorientation) on new policy.	
Kirk, D., & MacDonald, D. (2010) <i>Journal of Curriculum Studies</i> , 33(5), 551–567. doi:10.1080/00220270010016874 Australia	- Critical analysis of teachers' voice and experience of ownership in two curriculum reform projects: National Professional Development Programme project (NPDP) 1994–1996 and development of state level syllabus project, Queensland 1997–1998.	- Qualitative approach - Interviews, documentary analysis, observation.	- Interviews of project administrators, document writers, trial teachers and other key stakeholders during and on completion of the projects. - Observations on project evaluators and research assistants during project meetings, teacher workshops/ conferences, and trial school visits in Victoria and Queensland.	- Majority of teachers did not participate in production of new curriculum because the projects mixed their positioning between the receivers and collaborators in curriculum reform. - Three major dimensions teachers speak out about in reproducing new curricula are <u>their knowledge about their children, availability of resources to implement the reforms and practical situations in their classroom</u> (teacher–student ratio, timetable, internal school structure) - Teachers' voice on curriculum reforms depends on their <u>positionality on the reforms; personal experiences and professional identity</u> related to reforms.	- Participation of variety of key stakeholders who involved in producing and reproducing the curriculum reforms produce different perspectives on how teachers enact new reforms.	- Researchers do not describe the number of participants in the study, so it would be difficult to generalise the results of projects.	- This study connects the Spillane's zone of enactment of new policy by teachers to Bernstein's secondary production of policy run by teachers. In this way, it makes the author examine the actual footage of teachers' enactment of policy in their school level.	Sensemaking in curriculum change

Li, M. (2017) <i>Discourse: Studies in the Cultural politics of Education</i> , 38(5), 713–726. doi:10.1080/01596306.2016.1141177 Schools in one Province of China	- Explore how national English as Foreign Language (EFL) curriculum reform has been enacted.	- Qualitative approach - Semi-structured interviews: one-to-one and focus group.	- One administrator, individual and group interviews for members of Teaching and Research Department (TRD) and two groups of 11 EFL teachers—half from rural areas and the rest from the city.	- Although the participants' backgrounds are different, they have the same feeling of powerlessness and autonomy in implementing reforms. - Teachers resist what TRD try to impose on them because they feel top-down policy is inappropriate to their norms and for their local students.	- The researcher chose the place to collect data from all the participants at one time.	- Small sample size to represent general curriculum enactment and power relation in whole Province. - Teachers are categorised into different levels and experiences (individual cases) and different questions asked regarding reform.	- The scene of hierarchical authority, superiority of administrative officers over professional staff, and the voice of teachers for social change can be seen in the research.	Curriculum enactment
Luttenberg, J., Veen, K. V., & Imants, J. (2013) <i>Research papers in education</i> , 28(3), 289–308. doi:10.1080/02671522.2011.630746 Secondary school, Netherland	- Explore how teachers make sense of education reforms,	- Qualitative approach - Comparative case studies - Documentary analysis of 14 years of teacher reform histories - 2-hour semi-structured interviews, done two times.	- 4 teachers, ex-principal and current vice principal.	- Teachers' sensemaking about educational reforms is mainly influenced by their perceived situational demands in and outside the school, and their personal meaning of the reforms. - Teachers change their personal meaning for reforms constantly during the reform process as their perceptions change from time to time.	- Researchers used purposive sampling to trace teachers with 14 years' experience of reforms in the same school. - They comparatively analyse the types of teachers' responses to reforms.	- Small sample size to generalise the results - Observation of different teachers would mean more valid results - Research questions are long and unclear about what the answers will show.	- Researchers explore teacher sensemaking patterns in education reform: assimilation, accommodation, toleration and distantation. - Interview questions divided into teachers' attitude about	Educational reform, teacher sensemaking

							themselves, their school and the reform process.	
<p>Maguire, M., Braun, A., & Ball, S. (2015). <i>Discourse: Studies in the Cultural politics of Education</i>, 36(4), 485-499. doi:10.1080/01596306.2014.977022</p> <p>Secondary schools, UK</p>	<p>- Develop policy enactment theory.</p> <p>- Explore ways new policies of Behaviour Management (BM) and Standards and Attainment (SM) are being enacted in school.</p>	<p>- Qualitative approach</p> <p>- Policy document analysis, observation of meetings and training, and semi-structured interviews.</p>	<p>- 93 heads of departments and teachers in 4 secondary schools.</p>	<p>- All four schools translate state policy into institutional policy according to their practical and performative response.</p> <p>- Within school, policy enactment more/less likely to be prominent based on the physical location of departments and teachers</p> <p>- BM policy are heterogeneous and differently evidenced among subjects (e.g., drama and physical education), and SA policy has high visibility and pressure on more popular subjects (e.g., English, maths and science).</p>	<p>- The chosen schools are geographically diverse in nature (inner city, outer-London, suburban, country town).</p>	<p>- While the researchers aimed to develop a theory for policy enactment, it is not discussed in this paper.</p>	<p>- The same team (Braun, Maguire and Ball) have conducted a series of research on policy enactment from different points of view (context, policy actors and influencing factors).</p>	Policy enactment
<p>Saito, E., Atencio, M., Khong, T., Takasawa, N., Murase, M., Tsukui, A., & Sato, M. (2016) <i>Cambridge Journal of Education</i>.</p> <p>Primary school, Vietnam</p>	<p>- Illustrate how case school responds to school reform approach called Lesson Study for Community (LSLC).</p>	<p>-Qualitative approach</p> <p>- Longitudinal case study</p> <p>- Focus group discussion, semi-structured interviews, regular visit to</p>	<p>- 1 administrator and 5 teachers.</p>	<p>- School negotiated for LSLC model and demonstrated transitions from pro-colonisation or anti-colonisation to decolonisation.</p> <p>- Realising the principal's regular visit to classrooms was not for performance appraisal but improvement in students' learning helped teachers understand the meaning of LSLC.</p>	<p>- While reform started in 2006, a high turnover of principals led researchers to start the study in 2012 (when current principal started) to track cultural</p>	<p>- Case study only applies to one school for four years and does not include a comparative study with schools in different locations and</p>	<p>- Discusses three <u>types</u> of policy implementation by teachers: pro-colonisation, anti-colonisation and decolonisation.</p>	Policy implementation.

		school, lesson observation.			changes in the school.	socioeconomic status.		
Schmidt, M. & Datnow, A. (2005) <i>Teaching and Teacher Education</i> 21 (2005) doi:10.1016/j.tate.2005.06.006 USA	- Examine teachers' emotions in the process of making sense of comprehensive school reform (CSR).	-Qualitative approach -4-years longitudinal case study and grounded theory approach - Semi-structured interviews (approx. 45 mins per teacher).	- 75 teachers from 3 urban fringes and 2 rural schools in 2 US states.	- Teachers feel more emotional towards reforms that affect their classroom practice than school level. - Teachers at schools where less structured reform models are implemented have more diversity of meaning and a range of emotions than teachers at schools with structured reform models.	- Longitudinal time span and representative sample size for qualitative study to develop grounded theory. - Mix of school with different locations.	-Schools implement different reform models and focused on different levels, so study cannot be generalised.	- Interview questions are divided into 4 parts: teachers' understanding of reform, emotions the reforms elicited, impact of reforms, and general questions about reforms.	Sensemaking, education reform
Spillane, J. P., & Zeuli, J. S. (1999). <i>American Educational Research Association</i> , 21(1), 1–27.	- Explore how teachers practise national and state level reform in mathematics education.	-Quantitative and qualitative approaches - Questionnaire of the Third International Mathematics and Science Study (TIMSS) - Interview and classroom observation.	- 283 teachers (44% response rate) answered the TIMSS questionnaire - 25 teachers (18 third/fourth-grade mathematics and 7 seventh/eight-grade mathematics teachers) were chosen for interview and observation.	- Majority of teachers (60%) use hybrid of traditional and reform-oriented practices. - Pattern 1 (mostly aligned with the focus of reform) was found in 4 classes, pattern 2 (not as closely approximated the spirit of reform) occurred in 10 classes, and pattern 3 (firmly grounded in initial concept) was dominant in 11 classes.	- Researchers used different sampling approach for observation and interviews, such as stratified sampling over different district types (geographical location, ethnic minority population, community type	- Theoretical framework notes the use data from final phase of 5-year study (1992–1996) on state and local government policy systems relating to maths and science teaching in Michigan, but does not clarify which data was	- Researchers investigate the enactment pattern of new instructional policy based on how teachers implement instructional concepts and classroom discourses.	

					and student enrolment), and simple random sampling to select teachers who reported to align with reformers' proposals, to investigate discrepancies between teachers' talk and practice.	used and how it impacts the study. - Although different sampling methods are used, they are not applied in the findings as they mostly analyse teachers' practice based on Pattern 1, 2 and 3.		
Tan, C. (2017) <i>Journal of Education Policy</i> , 32(5), 588–603. doi:10.1080/02680939.2017.1305452 Singapore	- Examine the perspective of teachers in enactment of critical reading policy in Singapore schools.	- Qualitative approach - Individual reflective essays on experiences - Thematic study.	- 44 teachers, different genders and teaching experience in undergraduate-level course on critical thinking in Singapore.	- Teachers are not passive receivers of top-down policy; rather, they <u>make sense tailor to their unique school situations</u> - Essays are analysed into themes that result in three main findings: teachers mediate policy based on their understandings, teachers' prefer skill-focused conception of critical thinking, and teachers use correlative thinking in the reform process.	-Researcher manipulates the research design (does not prescribe critical thinking models and did not inform participants of the research until their respective courses were finished) to get background knowledge and perceptions of teachers'	- Sample size (44 teachers) too small to conclude the findings represent the general perception of Singapore teachers on new policy.	- Use Braun et al.' (2010) ideas about policy as process as a framework for his research.	Policy enactment

					experiences implementing new policy.			
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Appendix I: Chart for linking research questions and research methods

Research questions	Data sources and methods	Justification	Practicalities (e.g. resources, access, skills)	Ethical issues
How teachers make sense in enacting new curriculum policy in their classroom?	<ul style="list-style-type: none"> - KG and Grade 1 participant teachers: semi-structured interviews - classroom setting: observation -public and private documents: document analysis 	<ul style="list-style-type: none"> - interviews could evoke what participants think about new curriculum policy, how do they make sense to themselves to implement it in their classroom - observing the classroom situation could provide some evidences related to how teachers enact new curriculum in their local classroom context - document analysis could provide analysing authentic and credible data which represent enough to get data situation and meaningfulness related to answer research questions 	<ul style="list-style-type: none"> - Bernstein (1990) reproduction field in the pedagogic discourse, Spillane (1999) policy enactment and Weick (1995) seven general characteristics of sensemaking are used to develop the concepts that were involved in the interview questions, observation checklist and document analysis themes which can answer this research question - reviewing and synthesizing related research could help in terms of developing related literature, finding the theoretical and contextual research gap and building conceptual framework for the research - under the guidance of the supervisors, research was on the right track to get the research objectives and to answer the research questions 	<ul style="list-style-type: none"> - the researcher had to think about sampling methods and recruitment strategies to get representative data within the financial and time limits - the researcher needed to negotiate between reality (the descriptive nature of research) and epistemology (participant right to control data) issues - the researcher developed credible relationship with participants, so participants could trust and tell their sensemaking perspectives to new policy and their strengths/ difficulties in enacting new policy
What factors are influencing teachers' curriculum policy enactment process in their school?	<ul style="list-style-type: none"> - KG and Grade 1 participant teachers: semi-structured interviews - classroom setting: observation -public and private documents: document analysis 	<ul style="list-style-type: none"> - semi-structured interview questions would provide factors influencing in enacting new curriculum policy by the teachers in their local schools - classroom observation would depict related factors for curriculum policy enactment in the school to some extent - analysing teacher's diary, meeting minutes, standing orders in the school 	<ul style="list-style-type: none"> - this research question is mainly related to Spillane's (1999) 6Ps' model of teacher policy enactment - researcher need to think about not only people but also time and school context matter to get valid and reliable results - sample participants that represent heterogeneity such as demographic, socioeconomic status and popularity of participating schools may provide a 	<ul style="list-style-type: none"> - researchers need to negotiate the control mechanism of data with participants - researcher try to maintain the relationship with participants and also try to make sure the descriptive nature of the research - meeting minutes should be examined based on the structure of language to convey messages

Research questions	Data sources and methods	Justification	Practicalities (e.g. resources, access, skills)	Ethical issues
		would unfold the underlying factors of curriculum policy enactment in schools	wide range of factors that can provide answers to the research question	
What do teachers do to make sense to new curriculum policy?	<ul style="list-style-type: none"> - KG and Grade 1 participant teachers: semi-structured interviews - classroom setting: observation -public and private documents: document analysis 	<ul style="list-style-type: none"> - how did this idea come to teachers? i.e. social process, their previous experiences, their expertise in subject area, their technical skills to teach new policy 	Weick (1995) seven characteristics of sensemaking was the main source to help to develop the interview questions, observation checklist and document analysis themes for this research question	<ul style="list-style-type: none"> - the researcher had to think about sampling methods and recruitment strategies to get gatekeepers, key informants and participants who can give rich data for the research - researcher maintained flexibility and intensity in interviews and his/her present in the participants' schools
What does new curriculum policy mean to them?	<ul style="list-style-type: none"> - KG and Grade 1 participant teachers: semi-structured interviews - classroom setting: observation -public and private documents: document analysis 	<ul style="list-style-type: none"> - analysing factors influence curriculum policy would need discourse analysis which permits the understanding of meaning in the new curriculum policy 	<ul style="list-style-type: none"> - Weick (1995) seven characteristics of sensemaking was the main source to help to develop the interview questions, observation checklist and document analysis themes for this research question 	<ul style="list-style-type: none"> - researcher maintained descriptive and outsider role at the same time keep the credible relationship with the participant to feel confidence in responding freely and comfortable with the presence of researcher
How they interact the curriculum policy messages in their classroom?	<ul style="list-style-type: none"> - KG and Grade 1 participant teachers: semi-structured interviews - classroom setting: observation -public and private documents: document analysis 	<ul style="list-style-type: none"> - interviewing how policy actors in the schools communicate to the participants, how participant react to the policy messages, how they implement curriculum policy in their classroom, when, where and from whom do they get what resources to implement curriculum policy in their classroom 	<ul style="list-style-type: none"> - Bernstein's (1990) reproduction of pedagogic discourse, and 6Ps' model of Spillane (1999) can provide rich resource in encouraging to develop the interview questions, observation checklist and document analysis themes for this research question - sample participants that represent heterogeneity such as demographic, socioeconomic status and popularity of participating schools may provide a wide range of factors that can provide answers to the research question 	<ul style="list-style-type: none"> - researcher role in observation should be overt unless building trust between researcher and participants would be difficult and as a result, it cannot give authentic, credible and meaningful result

Appendix J: Pre-observation questions, observation checklist and post-observation questions

Pre-Observation Questions

1. What was your first impression for new curriculum?
2. What do you think about the new curriculum policy now?
3. How do you rate yourself (1 – at least satisfied to 10 – at most satisfied) about your sensemaking to new curriculum policy? Why?
4. How do you rate yourself (1 – at least satisfied to 10 – at most satisfied) about your enactment of new curriculum policy? Why?
5. What factors do you think influence your new curriculum policy enactment?
6. Which rules and/or regulations that you need to follow in your new curriculum policy enactment?
7. Who/Which is the new curriculum policy messenger for your new curriculum policy in your classroom?
8. How do you adjust yourself to enact new curriculum policy?
9. Which is the trigger point to make sense to new curriculum policy?
10. How difference is the enactment between old and new curriculum policy?
11. How do you prepare yourself for new curriculum policy enactment?
12. Which challenges/difficulties did you face in new curriculum policy enactment? How do you rate yourself for solving them?
13. To enact new curriculum policy, which part do you think you need a hand?

Observation checklist

21st century skills (Trilling & Fadel, 2009)	Name of teacher-----	Date-----
	No. of times they exhibit 21st century skills in their enactment	
Critical thinking		
Problem-solving		
Communication		
Collaboration		
Creativity		
Innovation		

Post-Observation Questions

1. What would be the differences between previous and current months for the curriculum policy enactment?
2. How do you understand curriculum policy?
3. How do you understand policy enactment?
4. What is the teacher role in curriculum policy enactment? How do you think about developing a curriculum?
5. How do you make sense to new curriculum policy enactment?
6. In this new curriculum policy, which would be your most favourite/difficult part? Why and how was your enactment for them?
7. Do you think the new curriculum policy your enactment would be successful or not? Why?
8. How do you understand 21st century skills?